

BEFORE THE  
CALIFORNIA BUREAU OF STATE AUDITS (BSA)

In the matter of

Citizens Redistricting Commission (CRC)  
Applicant Review Panel (ARP) Public Meeting

555 Capitol Mall, Suite 300  
Sacramento, CA 95814

THURSDAY, AUGUST 26, 2010  
1:00 P.M.

Reported by:  
Peter Petty

## APPEARANCES

### Members Present

Nasir Ahmadi, Chair

Mary Camacho, Vice Chair

Kerri Spano, Panel Member

### Staff Present

Stephanie Ramirez-Ridgeway, Panel Counsel

Diane Hamel, Executive Secretary

### Candidates

Gene F. Lee

Daniel R. Montello

Maria M. Stewart

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P R O C E E D I N G S

AUGUST 26, 2010 1:00 P.M.

MS. RAMIREZ-RIDGEWAY: Good afternoon. It is almost one o'clock and we have a quorum.

We also have our next Applicant, Gene Lee, with us today.

Mr. Lee, are you ready to begin?

MR. LEE: Yes.

MS. RAMIREZ-RIDGEWAY: Please start the clock.

What specific skills do you believe a good Commissioner should possess? Of those skills which do you possess, which do you not possess, and how will you compensate for it?

Is there anything in your life that would prohibit or impair your ability to perform all of the duties of a Commissioner?

MR. LEE: Let me start by saying that there's nothing that would impair my ability to perform the duties.

I've given a lot of thought to what the skills of a Commissioner ought to be and I hope I have the majority of them.

I grouped them into like four categories. The first would be those skills of relating. Relating to other Commissioners, relating to staff and relating to the

1 public.

2           That includes the ability to -- well, I mean,  
3 one has to be genuine and, hopefully, sincere about the  
4 task. It also includes the ability to simply state the  
5 hard issues at hand, so that you can focus and not be  
6 sidetracked. So, that's the first set of skills,  
7 listening, hearing, and giving confirmation that you heard  
8 what the people are saying, so relating to others.

9           The next set of skills are those analytical  
10 skills that the Commissioners will need and that includes  
11 a clear understanding of the law, the Voters Rights Act,  
12 Prop. 11, and other criteria.

13           Analytical skills are focused around asking the  
14 key question, the question that defines the problem that  
15 needs to be solved, and then you start taking in the data.

16           And the Commissioners will need the ability to  
17 get their minds around the data, in other words, to look  
18 at it as a whole and evaluate it.

19           There are also ancillary skills, ancillary  
20 skills like understanding statistics and the census  
21 software that will be used.

22           Understanding statistics is a very difficult  
23 area because many people that use statistics don't really  
24 understand what they're doing with it. Many people use it  
25 as a tool, without understanding what's inside the black

1 box, as it were. So, that's something that one has to be  
2 careful of.

3 And, finally, a critical analytical skills is  
4 finding the relevant information buried in the data.  
5 There's a difference between information and it's the  
6 information that matters.

7 The third set of skills is that of decision  
8 making and compromising. That includes keeping your eye  
9 on the goal, which is drawing maps that everybody can  
10 ultimately agree on, and that also can ultimately be  
11 accepted by the public.

12 Other decision making skills are negotiation and  
13 compromise, and by compromise I mean compromise for the  
14 greater good, not just to win my point versus somebody  
15 else.

16 Another decision making skill is the ability to  
17 step back and re-look at things. Impartiality is a way of  
18 saying it, but it's more than just being impartial, it's  
19 being able to step back, reevaluate as often as needed in  
20 order to come to a compromise.

21 And decision making and compromising skills,  
22 ultimately, a key skill is being able to find a mutually  
23 acceptable solution that everybody can ultimately accept,  
24 or at least nine out of the 14.

25 And a final skill that I consider very important

1 is that of buying into the success of the Commission. I  
2 call that a skill because you have to keep that before you  
3 at all times, even when things don't appear to be going  
4 the way you would like. Because, ultimately, it's a  
5 question of getting what you, as a Commissioner, or even  
6 you as an advocate for a sub -- or a community of interest  
7 that you may sympathize with, it's the greater task is a  
8 successful set of maps.

9           And the final set of skills are what I call the  
10 getting it done skills. The ability to hit the ground  
11 running, a fast start is important because of the limited  
12 time, and the ability to just crunch when the time comes  
13 to work hard.

14           Other skills are budgeting and allocation of  
15 time and resources. The budgeting, in particular, will be  
16 especially important because that will determine, among  
17 other reasons, how often we can go to a remote region to  
18 get input from the public.

19           I'm not sure if the budget set aside is adequate  
20 for the task, that's one of the first things that will  
21 need to be looked at. That will affect the allocation of  
22 resources, how much outreach can be done and how much  
23 should, alternately, perhaps be spent on staff.

24           Another skill along the lines of getting it done  
25 is hiring, supervising and supporting the staff that come

1 on board.

2 Project planning, of course, with critical path  
3 analysis and properly set milestones.

4 And another skill, and this is one I don't have,  
5 I don't have any experience in this area, but I believe it  
6 will be important to have, be able to have good relations  
7 with the Legislature and the Governor for the purpose of  
8 additional funding that may or may not be necessary for  
9 the Commission to ask for.

10 So, I'm not really familiar with budgeting  
11 process, you know, governmental situation, coming from  
12 private industry.

13 And the last getting it done skill is the  
14 ability to interact and convey the right messages to the  
15 media. I think that will go a long way toward determining  
16 the success of the Commission.

17 I feel I have the ability to do most of these  
18 things, to a more -- a greater or lesser extent, and I'll  
19 leave it to you to decide how much.

20 MS. RAMIREZ-RIDGEWAY: Describe a circumstance  
21 from your personal experience where you had to work with  
22 others to resolve a conflict or different of opinion?  
23 Please describe the issue and explain your role in  
24 addressing and resolving the conflict?

25 If you are selected to serve on the Citizens



1 Redistricting Commission, tell us how you would resolve  
2 conflicts that may arise among the Commissioners?

3 MR. LEE: I think resolving conflict involves  
4 being flexible, I think that's the key ability. And I'd  
5 like to just give you three short vignettes of how I would  
6 act in trying to resolve conflicts.

7 The first is when I was at Hewlett-Packard, we  
8 had a choir where we sang and gave concerts at the site.  
9 I happened to be the founder of that choir and it's the  
10 best thing I ever did in the working world.

11 And I would take it upon myself to fill in for  
12 spots when people were not available to do something. At  
13 one point it turned out the director we had, the choir  
14 director stepped down, and nobody stepped up to fill the  
15 void and so I did. Not that I could do much, but somebody  
16 had to do it.

17 Eventually, the former director came back and  
18 wanted the position back, and so we had this big meeting.  
19 And at the end of the meeting I decided that for the  
20 greater good of the choir I would step down and let the  
21 former director take back the position.

22 And the reason for that is the main thing I  
23 wanted to get out of that meeting was the commitment of  
24 the director to continue, because she had stepped down and  
25 I was concerned that she might step down again.

1           And so, I wanted to really ascertain her desire  
2 to continue to it because the choir meant a lot to me and  
3 everybody else in it.

4           So, that's an example of where I feel one needs  
5 to step back for the greater good of the group or the  
6 task.

7           Another vignette is when I was an analyst at  
8 IDC, International Data Corporation, we had a meeting  
9 about -- a technical meeting about how to calculate the  
10 average price of computer systems in a certain price band,  
11 in the way we categorize things. And there arose a  
12 disagreement about how to calculate average prices in  
13 price bands.

14           And my management was -- took a position that I  
15 felt was mathematically wrong and I stepped up and argued  
16 with them about it. Well, argue may be the wrong word, we  
17 discussed it.

18           Eventually -- there were like seven or eight of  
19 us in a room and, eventually, I was able to convince  
20 people one by one that in fact it ought to be calculated a  
21 certain way to be mathematically correct.

22           And, eventually, I convinced everybody but the  
23 managers. And ultimately, after a long discussion and  
24 more evaluation they came around, too, though I don't  
25 think they were necessarily convinced. But that is an

1 example of taking a stand when needed.

2 I feel that in order to make the proper  
3 decisions, one has to take a stand when it's necessary, as  
4 well as step back at other times.

5 The final vignette I want to give you is when I  
6 was in Hong Kong, I was sent to Hong Kong to do a product  
7 introduction, a rollout of some software, and I was given  
8 two people to work with.

9 One person was a new hire and really didn't know  
10 the products, but was coming in to take the position of  
11 the other person, who was leaving. Those were the two  
12 people I was working with. The person who was leaving was  
13 the expert on the subject, but he was staying on only to  
14 finish this project.

15 I was sent over to lead the project and you can  
16 imagine it's a difficult situation, one person's ready to  
17 leave, it's rather hard to get him to do exactly what you  
18 want him to do because he doesn't have any -- you really  
19 have very little control over someone in that situation.

20 And the other person was new and was eager, but  
21 couldn't contribute that much.

22 And so, as it turns out, the way visas worked in  
23 Hong Kong at that time, you can only stay for four weeks,  
24 and I was there for eight weeks, and so I had to leave  
25 Hong Kong in the middle of the project, and I took a trip

1 to Taiwan and Korea, and then when I returned I found that  
2 the two individuals had divided all the tasks between them  
3 and they were off in their little corners, working on  
4 their stuff.

5 Well, that was unacceptable because a lot of the  
6 way they arranged the work, in their splitting of it while  
7 I was gone, duplicated effort and we just did not have  
8 time to be duplicating effort and having two people work  
9 and overlap by 40 percent of what their output was going  
10 to be.

11 So, even though we had a very limited time to  
12 get the job done and we were up against deadlines, I took  
13 the two aside and we spent a whole day and half just going  
14 through the work, talking about what needed to be done,  
15 who could best do it and reassigning the work so that  
16 everybody was working on their own area that they could  
17 focus on, and not overlap, and try to get the job done.

18 We were able to meet the deadlines. I was there  
19 eight weeks and we had to get everything done within six,  
20 another for the material to go to the printers, and we  
21 were able to make those deadlines.

22 And the material, as it came out, was widely  
23 reviewed and very well accepted.

24 And that's an example of where I had to take  
25 charge. I wouldn't say knock heads, but I had to

1 basically direct how things were going to go because I  
2 didn't see any other way in which we could possibly meet  
3 the deadlines or produce a good product.

4 And so, that's my -- those are many ways that I  
5 feel one can resolve conflicts. But again, the key is  
6 flexibility, depending on the situation.

7 MS. RAMIREZ-RIDGEWAY: We have just under eight  
8 minutes remaining.

9 How will the Commission's work impact the State?  
10 Which of these impacts will improve the State the most?  
11 Is there any potential for the Commission's work to harm  
12 the State and, if so, in what ways?

13 MR. LEE: I think redistricting is one step  
14 toward restoring faith in State government, faith of the  
15 public in state government. Open primaries may be another  
16 step.

17 I think redistricting, by removing non-  
18 competitive districts, will encourage more candidates to  
19 run, and so that would enable a greater number of  
20 candidates to be available and, hopefully, that will  
21 enable a greater number of voters -- the open primary will  
22 enable a greater number of voters to vote for a greater  
23 number of candidates and, hopefully, we'll get candidates  
24 that are more in line with the desires of the voters.

25 A public -- a positive response to the new

1 districts and the new candidates I think will reduce voter  
2 cynicism and voter apathy.

3 Of course, redistricting by itself is not going  
4 to accomplish this. You'll have to have good candidates  
5 arise, but it's one step and a necessary step.

6 As far as potential harm, if there's a failure  
7 on the part of the Commission, I think it would be very  
8 demoralizing for the public. It would just be another  
9 case of it can't get done, business as usual, or  
10 everything is still being controlled by a few power  
11 brokers. It would just be a very bad situation.

12 So, the Commission's work, I think, is very  
13 important.

14 MS. RAMIREZ-RIDGEWAY: Describe a situation  
15 where you've had to work as part of a group to achieve a  
16 common goal? Tell us about the goal, describe your role  
17 within the group, and tell us how the group worked or did  
18 not work collaboratively to achieve this goal? If you are  
19 selected to serve on the Citizens Redistricting  
20 Commission, tell us what you would do to foster  
21 collaboration among the Commissioners and insure the  
22 Commission meets its legal deadlines?

23 MR. LEE: I'm going to tell you about a project  
24 we did when I was working at Sun Computers. We were -- we  
25 had this network-based computer system that was popular in

1 colleges, but it was generally felt that it was too  
2 complex a system to be used in K-12 educational  
3 environments.

4           So, we wanted to do some test sites and develop  
5 some experience with that, so I put together a program to  
6 do this. I went around to my own product division to  
7 raise funds, I went to the educational marketing group to  
8 raise funds. And then, after their buying in and  
9 providing the resources to buy the equipment, I then had  
10 to approach the sales force nationwide in order to --

11           MS. RAMIREZ-RIDGEWAY: Five minutes.

12           MR. LEE: Thank you. -- in order to find  
13 candidate schools.

14           So, we did a nationwide search for outstanding  
15 school districts that had the capability, with their  
16 support staff, to run this new equipment.

17           I also had to go to the field, the sales force,  
18 and get the cooperation of the systems engineers, and they  
19 were the key implementers.

20           We ultimately were able to implement these  
21 systems successfully, train the staff at the schools and  
22 get them up and running.

23           So, that was a very far-flung project that I  
24 pretty much had to drive from the beginning to the end.

25           That had -- to do that, I had to get the

1 cooperation of many different groups within the company,  
2 across the country.

3 And fostering cooperation in the Commission I  
4 think one needs to create more options. Very often you  
5 get into situations where everybody's butting heads, well,  
6 very often the way is to tangentially get another option  
7 and see if that can resolve the conflict.

8 I think you need to foster team identity, so  
9 that everybody buys into the project and will contribute  
10 to it because they want it to succeed. And in the end  
11 it's all win or all lose, it's not -- it's either/or. So,  
12 that's my --

13 MS. RAMIREZ-RIDGEWAY: A considerable amount of  
14 the Commission's work will involve meeting with people  
15 from all over California, who come from very different  
16 backgrounds and very different perspectives. If you are  
17 selected to serve on the Commission, tell us about the  
18 specific skills you possess that will make you effective  
19 at interacting with the public?

20 MR. LEE: Well, I have been before the public a  
21 lot. I think I'm basically friendly, so I think that is  
22 important.

23 I was on the Environmental Planning Commission  
24 in Mountain View, where we held public hearings and there  
25 I interacted with the public during the discourse that



1    went on.

2                   That is where I've had the exposure to the  
3    greatest variety of people and different types of  
4    backgrounds and things.

5                   I've also been a public speaker, small groups up  
6    to full auditoriums, and I would take questions from the  
7    audience.

8                   I've been a symposium panelist, again  
9    interacting with the audience.

10                  I've taught training classes, where I learned to  
11   ask questions to find out if the class is getting the  
12   point or if there are other issues involved.

13                  I've been videotaped and interviewed on tape for  
14   corporate TV, again as a subject matter expert.

15                  And I provide quotes to the news media in  
16   certain areas, again when I was an analyst at IDC I would  
17   often get calls regarding the newest product introduction  
18   from some company or the other.

19                  And so, I've had a lot of public experience.  
20   I've even MC'd musical variety shows, so I think I've got  
21   the experience.

22                  MS. RAMIREZ-RIDGEWAY:   Thank you.

23                  Mr. Ahmadi.

24                  CHAIR AHMADI:   Thank you.   Good afternoon, Mr.  
25   Lee.

1 MR. LEE: Yes.

2 CHAIR AHMADI: Starting with a few follow-ups on  
3 your responses.

4 MR. LEE: Uh-hum.

5 CHAIR AHMADI: You emphasized on the importance  
6 of having a fast start for the Commission's work. In your  
7 mind, what constitutes a fast response or fast start, I'm  
8 sorry?

9 MR. LEE: Okay. Well, I don't know at this  
10 point what ready support will be available from the State,  
11 either the Auditor's Office or the Secretary of State.

12 But a fast start, as soon as the group of 14  
13 gets seated, aside from getting to know each other and  
14 those sorts of things, procedurally I think they have to  
15 start by reviewing the budget, getting a group together to  
16 determine if the budget is sufficient and how it will be  
17 allocated.

18 There would be a need to immediately contact  
19 software providers and schedule appointments and review  
20 sessions to evaluate the software.

21 There will also be the need to start looking for  
22 facilities, office space, whatever.

23 There will be the need to determine how the  
24 Commission will operate, whether there will be telephone  
25 meetings or if everything will be done 14 people in

1 person.

2 A large part of that will be determined by what  
3 we learn from the attorney that we have, in order to meet  
4 the Open Meeting requirements, the Keene-Bagley, or I  
5 can't remember the name.

6 CHAIR AHMADI: Bagley-Keene.

7 MR. LEE: Yeah. So, also, we need to find  
8 out -- one of the very first hires will be the chief of  
9 staff, the second most important hire and immediate hire  
10 will be the counsel, chief counsel, and those people will  
11 give us guidance as to what the limits are.

12 But those are the first things that need to be  
13 done in order to determine any kind of critical path that  
14 the Commission would start. And critical path analysis is  
15 finding those things that impede you. And other things  
16 that don't impede you, you can put off and do more  
17 leisurely. The critical path items are the things you  
18 have to really work hard on, and move, and keep under  
19 control.

20 CHAIR AHMADI: Okay, thank you very much.

21 From your responses it appears that you have  
22 some concerns, that's my interpretation, about the  
23 limitation on the financial resources that the Commission  
24 has or may have. You mentioned budget a few times.

25 MR. LEE: Uh-hum.

1           CHAIR AHMADI:  Hypothetically, if you are faced  
2 with a situation where the budget or the limitation on the  
3 resources available somewhat challenges the Commission to  
4 reach out to the communities that you would otherwise want  
5 to reach out, how would you -- how would you find a  
6 balance?  I think I'm interested to hear if you have  
7 thought through what might be the best or efficient use of  
8 the budget for the Commission?

9           MR. LEE:  That's a very hard question to answer  
10 because people in rural areas will be the most expensive  
11 to reach, just like providing electrical power to them is  
12 very expensive relative to providing electric power to  
13 city dwellers.

14           So, you could conceivably allocate an apparently  
15 disproportionate part of the budget to merely reaching the  
16 remote regions of the State.

17           That is a very difficult tradeoff because,  
18 obviously, the Prop. 11 envisions participation and  
19 reaching out to those remote parts of the State and, yet,  
20 it may not be doable given the budget.

21           So, it's important to know that up front and, if  
22 necessary, approach the Legislature for additional  
23 funding.  And people with budgeting experience, more  
24 budgeting experience than I have, will need to understand  
25 what the costs of travel are and what the cost of outreach

1 will be versus the cost of hiring staff. Because it may  
2 be the difference between hiring seven staff or four  
3 staff, and affect the ability for the Commission to  
4 operate effectively, efficiently.

5 CHAIR AHMADI: Is that why you mentioned, also,  
6 that having good relationship with the Legislators is also  
7 important?

8 MR. LEE: I think it would be important.

9 CHAIR AHMADI: Is that for monetary purposes,  
10 only?

11 MR. LEE: Only, yeah.

12 CHAIR AHMADI: Okay.

13 MR. LEE: Obviously, we can't talk to them about  
14 the redistricting, itself. We cannot.

15 CHAIR AHMADI: Okay. Thank you, sir.

16 You also mentioned that there may be some  
17 challenges in using statistical information.

18 MR. LEE: Uh-hum.

19 CHAIR AHMADI: Could you elaborate on that, what  
20 challenges do you foresee?

21 MR. LEE: Well, there's a difference between  
22 data and information. The simplest example is if you go  
23 out at night and look up at the stars all the data is  
24 there, the stars are there, but it isn't until you start  
25 recognizing constellations that you have information by

1    which you can navigate, or identify the north star, or do  
2    anything useful.

3               The same is true of any kind of information.

4    And if you're looking at population information there will  
5    be a ton of data.  Much of it will be very important, but  
6    some of it will be irrelevant.

7               And another aspect of statistical analysis is  
8    that much of it is done by people inputting data into  
9    software, and it's a black box, you put data in and you  
10   get a result out, printing out on a piece of paper, and  
11   many people really don't understand what's going on with  
12   the statistics and what it means.

13              Now, I don't pretend to be a statistical expert,  
14   I only know enough to be wary and cautious.  And so, when  
15   I use statistics, I'm always trying to understand what it  
16   means as opposed to what I could do with it.

17              Many people approach statistical data as what  
18   can I do with it, I can make my point, as opposed to  
19   necessarily understanding what it really means, first.

20              CHAIR AHMADI:  Could you give us an example of  
21   what might be the best use of statistical information for  
22   the decision making process?

23              MR. LEE:  Well, I'm not -- without seeing the  
24   data that we'll get from the census bureau, without seeing  
25   the information that we have, I'm going to guess.  So,

1 please take it as a guess, okay?

2 CHAIR AHMADI: Okay.

3 MR. LEE: The type of statistical information I  
4 think would be useful would be growth trends over time, so  
5 that we might be able to project what the population of  
6 certain areas might be five years from now, seven years  
7 from now, before the next census and redistricting.

8 So, that if there is an impending imbalance  
9 about to happen, we might be able to account for it. So,  
10 fast-growing counties, I'd like to be aware of that, as  
11 opposed to slow-growing counties.

12 I don't know that we'll be getting a lot of  
13 statistical information about the data, itself, because  
14 that's the purview of the Census Department and I'm not  
15 going to question their expertise on that matter.

16 But a lot of the statistical analysis type  
17 tools, regression things, and multiple regressions, and  
18 deep analysis, I'm not sure that's relative to what we  
19 have to do.

20 The most complex thing that we're going to do is  
21 sum up the numbers and add them up, and see if they all  
22 fall within ten percent of the average. And that,  
23 frankly, is not a very complex mathematical task, the  
24 computer's going to do that.

25 So, I just don't feel that an over-investment or

1 investigation of statistical things is going to be all  
2 that fruitful.

3 CHAIR AHMADI: Okay. So, let me make sure that  
4 I understood your response. You're saying that you use  
5 the projection model, you know, or based on statistical  
6 models you can project the growth in a county, or city, or  
7 a region.

8 MR. LEE: If that's provided to us by the Census  
9 Department.

10 CHAIR AHMADI: Yeah. And I believe you used  
11 that as an example to explain, as part of your response?

12 MR. LEE: Uh-hum.

13 CHAIR AHMADI: What would be the main source of  
14 data for the redistricting decisions?

15 MR. LEE: Well, there are two. The hard data,  
16 as it were, would be what the Census Bureau provides us.  
17 That information is, in my opinion, fact. I mean, there's  
18 very little we can do to question it, even if people in  
19 the audience were to say that it's biased or it's unfair,  
20 without some sort of substantiation what can we say? I  
21 mean the Census people are expert at what they do and I'll  
22 take their word for it.

23 I respect their data, in the past I've found  
24 census data to be the highest quality data available, when  
25 I was an analyst. And when I was doing forecasting I



1 always went to census data, first. Next would be  
2 university generated data. But that's an aside.

3 I think that the second set of information would  
4 be the public input. It would be the public input that I  
5 would take direction from in terms of trying to formulate  
6 communities of interest and what the impacts would be on  
7 them. I mean, I don't know that the census data will be  
8 fine tuned enough to give us information on communities of  
9 interest. I think we'll rely a lot on what the public has  
10 to tell us.

11 And I think to a large degree it's incumbent on  
12 the communities of interest to approach us and make  
13 themselves known.

14 I mean, we could try and outreach and we can try  
15 and understand, but we're 14 people and we have limited  
16 knowledge and limited resources.

17 CHAIR AHMADI: Yeah, and thank you. It kind of  
18 relates to the next question I was planning to ask, in  
19 your application you state the same thing, in different  
20 words, that there are challenges with the census data --  
21 or some people may challenge the census data or the use of  
22 census data for decision making by the Commissioners.

23 What do you see as the Commission's role in  
24 responding to people who are challenging or who are  
25 disagreeing with the census data?

1           MR. LEE: Well, it's twofold. I think the  
2 Commission's role first is to make sure that the people  
3 making that challenge understand that we are hearing them,  
4 we understand them, and to the degree we can be, we're  
5 sympathetic.

6           However, the burden of proof is on them to show  
7 that the data from the census is in some way inaccurate or  
8 wrong. And I think that's a very tall order for any  
9 public group, without the resources and -- without the  
10 resources and expertise of the Census Bureau.

11           I would trust the Census Bureau data, if for no  
12 other reason than I have no alternative better data.

13           CHAIR AHMADI: Okay, thanks again.

14           You have had a variety of jobs and different  
15 types of jobs over the course of your professional life.

16           MR. LEE: Uh-hum.

17           CHAIR AHMADI: Which one would you say provided  
18 you with skills that would most benefit you as a  
19 Commissioner?

20           MR. LEE: Actually, my current job.

21           CHAIR AHMADI: Which is?

22           MR. LEE: I'm a financial advisor. I made a  
23 career change some years ago.

24           My job today is to talk to clients, hear them,  
25 understand what the issues are, what the goals are and

1 then help them achieve those to the degree possible.  
2 Sometimes I have to tell them it's going to be hard, if  
3 not impossible. Other times I have to tell them that they  
4 should have started saving 40 years ago. You know, it's  
5 not necessarily the easiest thing to tell somebody that  
6 retirement's not going to be as easy as they would like.

7 And so, I think that's given me a sensitivity to  
8 working with people that I didn't have to have in my  
9 previous jobs.

10 CHAIR AHMADI: Okay, thanks again.

11 I have a clarifying -- a clarification that I --  
12 based on a statement in your application.

13 Let me read that statement, if you can please  
14 clarify or just elaborate on that. You state that "we  
15 will especially need to take into account the public's  
16 preferences for amalgamating or splitting demographic or  
17 geographic groups." Could you elaborate on that, please,  
18 what do you mean by that?

19 MR. LEE: I was thinking of communities of  
20 interest when I wrote that.

21 CHAIR AHMADI: Okay.

22 MR. LEE: We probably will not have good census  
23 data on many communities of interest. And I would take my  
24 lead from the public input in those areas, that's what I  
25 was talking about.

1 CHAIR AHMADI: Okay.

2 MR. LEE: Does that answer your question?

3 CHAIR AHMADI: Yes, yes. Thank you.

4 Another question on a statement on your  
5 application, just to make sure that I got it correct.

6 MR. LEE: Sure.

7 CHAIR AHMADI: Under "other relevant material"  
8 you have -- you talk about the challenges and then you  
9 state that "the first eight Commissioners need to select  
10 people who will work together and form a team, as opposed  
11 to people who might be allies for their point of view."

12 How would you insure that you select people who  
13 are not allies with other groups, if you are selected, if  
14 you are one of the eight Commissioners?

15 MR. LEE: I don't know, that's kind of a  
16 judgment call. You review the same materials that you  
17 have reviewed and you just make an assessment of does this  
18 person appear to have the best interests of the State at  
19 heart, of the public at heart?

20 Is this person someone who might be willing to  
21 compromise or is this person someone who might be dogmatic  
22 in their approach, who needs to be right, which I think  
23 often is the cause of many conflicts.

24 It's kind of a very touchy-feely kind of guess.  
25 I mean, no one's going to write on their application I'm

1 going to be hard-nosed or otherwise uncooperative, you  
2 know. So, that's the best answer I can give you, I'd just  
3 do the best I can.

4 CHAIR AHMADI: Okay, thank you very much. No  
5 more questions.

6 MS. RAMIREZ-RIDGEWAY: Ms. Camacho.

7 VICE CHAIR CAMACHO: Thank you.

8 Hello, Mr. Lee, how are you doing this  
9 afternoon?

10 MR. LEE: Hi. Very nice to meet you.

11 VICE CHAIR CAMACHO: In your application you  
12 were stating that as a parent you went through some school  
13 district boundary changes.

14 MR. LEE: Uh-hum.

15 VICE CHAIR CAMACHO: What I'd like to know is  
16 did you learn anything from the school district boundary  
17 change that would be applicable to the Commission's work?

18 MR. LEE: I think I did. The first thing that  
19 comes to mind, in no particular order, is that I recall  
20 the consultant hired by the district to actually draw the  
21 maps and present them was very responsive, both to the  
22 district and to the public input, almost to the degree  
23 that if I would have wanted them, perhaps, to give a  
24 little -- put their foot down more and say you really  
25 can't do this, it makes more sense.

1           But the consultant, trying to please everyone,  
2   kind of just went with the wind, the prevailing direction.

3           And so, it was left for the school district and  
4   the parents to kind of hash it out. I'm not saying that  
5   the consultant should control anything, but I think the  
6   consultant should be a contributor, is the best way to put  
7   it.

8           The other thing that I feel there was that a lot  
9   of the criteria used to make decisions were laid out  
10  differently by the different groups. Our group, for  
11  example, we really emphasized the ability to walk to  
12  school as being a critical factor in determining where  
13  boundaries ought to be.

14          The big problem that the district faced was the  
15  schools were in the southern part of the district and a  
16  big part of the population of students was in the northern  
17  part of the district, so the schools and the population  
18  were not aligned properly.

19          And so, some students were going to have to be,  
20  essentially, reassigned to schools far away from home.

21          And so, the question was do you reassign  
22  students from the north to schools deep in the south, so  
23  that the smaller, the minimum number of students had to  
24  make a drive, albeit longer, or did you put the students  
25  to the school closest to them, but displace students who

1 would have gone to that school, who then went to the next  
2 school and displaced, and caused a ripple effect all the  
3 way down. That was the decision at hand.

4 And by arguing that students who could walk to  
5 school should be assigned to the closest school because it  
6 saved gas, it was a natural thing to encourage healthy  
7 exercise, and all number -- any number of good reason.  
8 That was the position of the group I was in, that was the  
9 position that we took.

10 Other parents took the position that their kids  
11 shouldn't be forced to cross the entire city, it would add  
12 a long time to their commute to the school, and it would  
13 be an imposition to the parents who had to drive their  
14 kids, fight traffic, and then go off to work and be late.  
15 And so, there were any number of positions.

16 And so what I learned is everybody can present a  
17 justifiable argument and it then becomes the job of the  
18 Commission to decide what takes priority and what gets  
19 done. And it's a value judgment and there's no way around  
20 it.

21 VICE CHAIR CAMACHO: How do you think that value  
22 judgment will work within the Commission?

23 MR. LEE: Well, I see that most relevant in the  
24 tradeoff, if several communities of interest overlap in  
25 one or two districts and you have to weigh putting the

1 boundaries such that it would benefit one community to the  
2 detriment of another community of interest. I think  
3 that's going to be the hardest part of the job. And  
4 that's where we will end up with dissatisfied public  
5 people, who say we did a horrible job, or that the maps  
6 were unfair and they event, potentially, file suit for  
7 whatever reason.

8           Because they, in their view, have justifiable  
9 arguments and they probably do. You know, it will be a  
10 value call, a judgment call on the part of the Commission.

11           And there's no right or wrong answer, you just  
12 try to do the redistricting that benefits the most people,  
13 with the least impact on the fewest people. And I don't  
14 know what that's going to be, but that's the task.

15           VICE CHAIR CAMACHO: Now, putting the Voting  
16 Rights Act law within that -- are you familiar with the  
17 Voting -- voters -- Voting Rights Act?

18           MR. LEE: A little.

19           VICE CHAIR CAMACHO: How would you incorporate  
20 that into your valuing these public input?

21           MR. LEE: Well, the Voting Rights Act clearly  
22 wants certain communities of interest to be protected and  
23 it enumerates them. So those, by law, have priority.

24           There are other communities of interest that are  
25 not enumerated and we would try to accommodate them but,



1 in the end, the law needs to be followed.

2 Does that answer your question?

3 VICE CHAIR CAMACHO: Yeah. Thank you.

4 You mentioned a little bit about your  
5 Environmental Planning Commission that you served on.

6 MR. LEE: Uh-hum.

7 VICE CHAIR CAMACHO: During that service you  
8 introduced or the commission introduced a fresh air  
9 ordinance in 1984. The public meetings were held about  
10 the ordinance, were mostly supporters that attended.

11 Were non-supporters of the ordinance also  
12 present and then how did you make certain that they were  
13 heard, and they knew you would take their concerns under  
14 consideration?

15 MR. LEE: Well, I'd like to correct something in  
16 what you said.

17 VICE CHAIR CAMACHO: Okay.

18 MR. LEE: The audience was a mix of supporters  
19 and non-supporters, it wasn't all supporters.

20 This was when the non-smoking movement was first  
21 started, and it was not at all what it is today, where  
22 it's accepted widely. it was very controversial at that  
23 time.

24 And the supporters were the usual people, the  
25 American Cancer Society, the various medical groups.

1           The opposition were small businessmen and a  
2 lobbyist from the tobacco industry.

3           The small businessmen tended to be restaurant  
4 owners, who were concerned about the potential impact on  
5 their customers. They said that customers would stop  
6 going to their restaurants if they weren't allowed to  
7 smoke.

8           And so we went out of our way to try to  
9 accommodate their concerns. I suppose you could say we  
10 softened the law to some extent. Instead of banning  
11 smoking in a restaurant entirely, it might be restricted  
12 to the eating area, but the people in the bar area could  
13 smoke.

14          Or if the restaurant owner could demonstrate  
15 that the airflow from the air conditioning system went a  
16 certain direction, he could put the smokers near the exit,  
17 outflow, and the smoke would be drawn away from the  
18 restaurant. So, we tried to accommodate as much as  
19 possible and the law was massaged, change, whatever the  
20 proper term is. It was adjusted to accommodate their  
21 concerns.

22          And in the end it was passed by the city  
23 council, when it went up to them, finally.

24          And so, I feel that we did an adequate job of  
25 accommodating the concerns.

1                   VICE CHAIR CAMACHO: With that in mind, how  
2 would you handle a hostile crowd at a Commission meeting?

3                   MR. LEE: Well, hopefully, there won't be.

4                   The first -- well, that will be up to the  
5 chairman. If were chairman, I would insist on order. I  
6 would insist that everybody be allowed to speak  
7 uninterrupted and to complete their statements.

8                   A lot of times the emotion that goes with these  
9 public hearings, it's stoked by the speakers. They will  
10 say something knowing it's going to draw an audience  
11 reaction, a cheer, or a boo, and many times that's  
12 deliberate by the speaker.

13                  And so, I don't know that there's much the  
14 Commission could do about that, other than to ask the  
15 audience to respect everybody else's ability -- give them  
16 the ability to state their points.

17                  That's a difficult situation. I can't imagine a  
18 situation where we would have to close the meeting because  
19 it was so disruptive, but it potentially could happen. It  
20 might make more sense to take a five-minute recess for  
21 cooling off, as it were.

22                  But that's a very difficult thing to handle and  
23 whoever is the chairman, I wish him good luck.

24                  VICE CHAIR CAMACHO: You stated that you made  
25 some -- you provided media quotes. You've also had some

1 media training. What did that include and how would that  
2 be useful on the Commission?

3 MR. LEE: I think the Commissioners should, in  
4 one of their early meetings, have a presentation to them  
5 from any of the -- maybe whoever the public relations  
6 officer is for the State Auditor, the Secretary of State  
7 in how to deal with the public.

8 To answer your question, I gave quotes to media  
9 as it pertained to computer systems that were introduced  
10 by different companies.

11 And I had to be very careful because the  
12 interview -- the newspaper guy was always looking for a  
13 quote, they want something pithy. And so, if I could  
14 provide something pithy, that was fair, I would try and do  
15 it, but it's not easy.

16 I also found that I was misquoted at times. And  
17 it's amazing how the misquotes happen because at the time  
18 you're saying things it was very direct, very  
19 straightforward, very simple, and yet it gets misquoted.

20 How it would help on the Commission is I think  
21 the Commissioners need some level of media training in  
22 order to avoid inadvertent misstatements, or statements  
23 that can be taken out of context, because that's a very  
24 common thing. Because once it happens there's no way to  
25 correct it. It goes out and you can't send something to

1 chase it, it just doesn't work.

2 So, the work that I've done has -- I've not done  
3 a lot with media, I've done some. I don't want to give  
4 the impression I'm some kind of expert on this, but I know  
5 enough to be careful.

6 And I have been media. I mean, in my role as an  
7 analyst I would go to computer conventions and I would  
8 have a press badge, because I would write about it  
9 afterward.

10 And I have to say, having a press badge is very  
11 empowering, one feels very empowered. And, hopefully,  
12 that doesn't lead to abuses.

13 VICE CHAIR CAMACHO: Thank you, that was my last  
14 question.

15 MS. RAMIREZ-RIDGEWAY: Ms. Spano?

16 PANEL MEMBER SPANO: Good afternoon.

17 You mentioned earlier about your discussions  
18 regarding redistricting in the school district boundaries,  
19 that you participate in as a parent, and how you felt that  
20 the consultant should be a distributor because the school  
21 district and parents had to hash it out.

22 Can you tell me why the consultant, it seems  
23 like, wasn't effective as a contributor, in your mind?

24 MR. LEE: Consultants are kind of torn between  
25 two goals. One is to do the task at hand and the other is

1 to get rehired for the next project.

2 So, I think in this case the consultant wanted  
3 to please the school board and I think she did a  
4 reasonably good job, from what I could tell as an audience  
5 member. I mean, I don't know what was going on behind the  
6 scenes.

7 But the different family groups would come and  
8 literally have their own district mappings. I mean, there  
9 would be a board, something like that, and they'd have  
10 their lines, and another group would have their board and  
11 their lines. And then there were the boards created by  
12 the consultant.

13 And I live in Silicon Valley and there a lot of  
14 very capable people there and they got out their software  
15 and they drew some very impressive redistricting -- school  
16 redistricting boundaries, with all the rationale that I  
17 explained before.

18 And so, I think the -- in this case, the  
19 consultant met her match. I don't know.

20 PANEL MEMBER SPANO: But do you --

21 MR. LEE: I don't want to impugn this  
22 consultant, I think she did a -- from what I could tell  
23 she did, you know, fine. It was just a difficult  
24 situation all around.

25 PANEL MEMBER SPANO: In what sense it was so

1 difficult?

2 MR. LEE: What I described earlier about the  
3 students being in one part of the district and the schools  
4 that --

5 PANEL MEMBER SPANO: Oh, the issues that were at  
6 hand?

7 MR. LEE: Were inherently difficult, just like I  
8 think they will be with communities of interest in our  
9 redistricting task.

10 PANEL MEMBER SPANO: Do you feel like this  
11 consultant was previously used by the district?

12 MR. LEE: I don't know.

13 PANEL MEMBER SPANO: As the Commission will have  
14 to hire consultants, obviously, how would you insure that  
15 they hire impartial, solid consultants that are willing to  
16 go that extra mile and get a good product out without  
17 worrying about am I going to be able to get rehired again,  
18 with someone else's organization, and influence them that  
19 way?

20 MR. LEE: I think I would rely heavily on  
21 references from previous people that he or she worked for.  
22 I would also, perhaps, look at whether their results were  
23 challenged in court successfully or not. You know,  
24 quality of the results would show up in something like  
25 that.

1                   And, of course, the interview with the  
2 consultant just to see how they think. Those would be the  
3 three main ways.

4                   PANEL MEMBER SPANO: What do you want to see in  
5 a good consultant, and how many, and what purpose should  
6 they serve on the Commission, do you think?

7                   MR. LEE: Well, I'm thinking of a consultant  
8 that's strictly an advisory person, as opposed to staff,  
9 who would be doing many of the tasks.

10                  If we hire a consultant who would actually be  
11 drawing maps, then that kind of crosses into a staffing  
12 function, I guess.

13                  Could you repeat your question, I think I lost  
14 it?

15                  PANEL MEMBER SPANO: Yeah, maybe I wasn't clear.  
16 I'm just curious, based on your experience consultants  
17 probably in this matter and your professional life, also,  
18 what qualifications you would see as necessary in the  
19 consultants that you would hire for the Commission,  
20 whether it's somebody that's going to draw the maps,  
21 whether it's a legal consultants, consultants you feel  
22 maybe would be necessary?

23                  MR. LEE: Well, if I may, perhaps I could best  
24 answer that if I just simply what consultants I think we  
25 should hire.



1                   PANEL MEMBER SPANO:   Okay.

2                   MR. LEE:   I think we should hire a consultant to  
3   help us define the boundaries, an initial cut that is then  
4   reviewed by both the Commission and the public, and at  
5   public hearing.

6                   The way the redistricting was done ten years ago  
7   was done by a consultant and that person, whoever did it,  
8   was very skilled.  I mean, ever Legislator, I believe,  
9   kept their seat, and which was obviously the objective.

10                  Well, if we can hire somebody that skilled, it  
11   would be great.  And we would tell them, okay, we don't  
12   want them to keep their seats, we want, instead, the  
13   districts to be representative of the voters and then they  
14   could focus on that.

15                  So, the -- so, I would look for a consultant  
16   that was skilled at that sort of thing, who really  
17   understood the software they're using and the limitations  
18   of it.

19                  I would look for consultants who commanded the  
20   respect of the Commission.  The same thing with hiring an  
21   attorney.

22                  PANEL MEMBER SPANO:   What's your worst  
23   experience interacting with attorneys?

24                  MS. RAMIREZ-RIDGEWAY:   Should I leave the room?

25                  (Laughter.)

1                   PANEL MEMBER SPANO: I was curious because -- if  
2 it's about today, I'll leave the room.

3                   PANEL MEMBER SPANO: Only because this could be  
4 a highly litigious --

5                   MR. LEE: I have not had really bad experiences  
6 with attorneys, fortunately. I would say my worst  
7 experiences are when attorneys tell me I can't do  
8 something I want to do.

9                   And by that I mean many times when I was in the  
10 corporate world we would want to run an ad campaign, or we  
11 would want to do various events, and write a literature  
12 piece, every one of those had to be passed by an attorney  
13 for their review, and the attorney would say no, you can't  
14 do this. And then we would say why?

15                   And they'd say because it's potentially  
16 misleading. Oh, and then we say, well, the only person  
17 that would be misled by this would be a ninth grader, you  
18 know.

19                   But that's not anything we can control, so I  
20 guess that's my worst experience is being told no.

21                   PANEL MEMBER SPANO: Is it because being told no  
22 without a basis for referring it to a certain provision of  
23 law, maybe?

24                   MR. LEE: No, it was bad because we had no  
25 recourse. If the attorney said no that was it.

1                   PANEL MEMBER SPANO: And it was --

2                   MR. LEE: The attorney in this corporate had the  
3 power to veto, so that --

4                   PANEL MEMBER SPANO: And in that case did you  
5 just accept the attorney's representation or instruction  
6 on not doing it?

7                   MR. LEE: No, what we had to do was go back and  
8 rework to get around their objection. Get around is the  
9 wrong word. Rework it to make it not objectionable in his  
10 view.

11                  PANEL MEMBER SPANO: Okay, so that it would  
12 satisfy him?

13                  MR. LEE: Yes.

14                  PANEL MEMBER SPANO: Okay. But you're  
15 comfortable taking advice from an attorney?

16                  MR. LEE: Yes.

17                  PANEL MEMBER SPANO: Okay. You mentioned you  
18 made a career change. It looks like you were previously a  
19 researcher, marketing executive, and switched to being a  
20 financial adviser. Can you tell me what inspired you to  
21 do the change?

22                  MR. LEE: Well, basically, a job of marketing,  
23 whether it's marketing a computer system, or the next  
24 generation of computer system, or the one after that gets  
25 repetitive, and it got old. And it was also very

1 political. I mean, working inside a corporation is a very  
2 political environment, different than working in the  
3 Legislature, but still very political.

4 And I just felt the need for a change, I guess  
5 is the best way to put it.

6 PANEL MEMBER SPANO: And are you seeing working  
7 in this capacity, as a financial advisor, enriching and  
8 helping others and when their retirement time --

9 MR. LEE: Yeah, it's very satisfying in that  
10 regard, helping others, dealing with the people.

11 I think the thing I miss about the previous job  
12 is that being a financial advisor, and I can't believe I'm  
13 going to say this, is not as mentally challenging as being  
14 in the computer business. Being a financial advisor,  
15 you're really dealing with people and the skills that are  
16 necessary are people skills, and understanding their  
17 needs. And the solutions one crafts are, you know, for  
18 the most part very straight forward based on their needs.  
19 And so, it's a different kind of job and it's satisfying  
20 in a different way.

21 PANEL MEMBER SPANO: So, how do you -- how do  
22 your clients respond when you tell them, you know, 40  
23 years ago you should have been saving then, how do they --  
24 and what solutions? I mean, that's kind of hard if I were  
25 in that position?

1               MR. LEE: They all nod and said, yeah, I should  
2 have. I mean, everybody acknowledges that kind of thing.  
3 I mean, it's kind of like saying, yeah, I should have  
4 eaten my vegetables, you know, so --

5               PANEL MEMBER SPANO: Yeah. You said that the  
6 corporate world's incredibly a political environment, and  
7 Commission work may be extremely controversial and  
8 political, obviously, how do you feel about that?

9               MR. LEE: It's a different kind of politics.  
10 The Commission work will be grounded in certain absolutes,  
11 which are the boundaries of the State, the population  
12 where it resides. I mean, people live where they live and  
13 that's not going to change no matter how many public  
14 hearings we hold.

15              And that will ground any decisions we have,  
16 which will make the task a little more defined.

17              In corporate world, particularly in marketing,  
18 it's very much wide open to whatever you create, whatever  
19 ideas you come up with.

20              The redistricting is more akin to developing the  
21 core software of the computer, you have certain things you  
22 have to do, certain limitations and that bounds the  
23 problem, as it were.

24              PANEL MEMBER SPANO: How do you propose that the  
25 Commission insure that their maps survive attorney

1 scrutiny, if challenged in court?

2 MR. LEE: When you say attorneys, which  
3 attorneys?

4 PANEL MEMBER SPANO: Just a legal challenge of  
5 any kind about the map's legitimacy --

6 MR. LEE: Well, I think -- I'm sorry, go ahead?

7 PANEL MEMBER SPANO: About the map's legitimacy,  
8 yeah?

9 MR. LEE: Well, I think the first and foremost  
10 thing is a clear document and audit trail of how the maps  
11 were created, giving the reasons, maybe even above and  
12 beyond the report that's issued. Because if there's a  
13 suit, obviously, that report will need to be augmented  
14 with additional information, I think that's the most  
15 important thing.

16 The other is for Commissioners not to go and  
17 make remarks to the press that get taken out of context,  
18 that can be used later in a legal action.

19 PANEL MEMBER SPANO: Uh-hum.

20 MR. LEE: And that goes back to what I was  
21 saying about the need for media training.

22 And just do a good job.

23 PANEL MEMBER SPANO: You mentioned your  
24 experience where you had to start from scratch and meet a  
25 six-month court deadline in doing a project that should

1 have been really given two years of time. And can you  
2 tell me, and this was actually to produce information  
3 regarding a financial data warehouse for a successful  
4 defense in a major lawsuit.

5 MR. LEE: Right.

6 PANEL MEMBER SPANO: And you stated that there  
7 were 21 defendant companies in this. How were you able to  
8 meet your deadline and what were the challenges?

9 MR. LEE: Well, we met the deadline, basically,  
10 through hard work. The difficulty was that there were 21  
11 companies involved and I think about 120, approximately,  
12 plants, and they made cardboard boxes. And the argument  
13 in court was, was that a specialized product or was that a  
14 commodity.

15 The cardboard box industry argued that each box  
16 was a special item because it had its own unique  
17 specifications, and the government was trying to prove  
18 that there was price fixing involved because it was an  
19 anti-trust case.

20 PANEL MEMBER SPANO: Okay.

21 MR. LEE: That's as much as I know about the  
22 legal side of it.

23 PANEL MEMBER SPANO: Uh-hum.

24 MR. LEE: Our task was to put together the  
25 information from the factories, and the pricing

1 information, so that the expert witness on the defense  
2 could mount an argument that there was no price fixing,  
3 and that these were specialized products, each commanding  
4 their own deserved price, special price.

5 We put the database together. I won't say we  
6 took shortcuts, because we didn't, but we didn't do those  
7 things that I would have done if we had more time, like  
8 additional checking, go back and re-verify things. We  
9 just did the best job we could, as fast as we could under  
10 the conditions.

11 To some extent, because the expert witness was  
12 running statistical information against it, we didn't have  
13 to have perfect information because by nature of the  
14 statistics you're -- statistics averages things out --

15 MS. RAMIREZ-RIDGEWAY: Five minutes.

16 PANEL MEMBER SPANO: Oh, thank you.

17 MR. LEE: -- it calls for -- it doesn't look at  
18 every detail, it just looks at the greater statistic  
19 parameter. And, again, I'm not statistician, I'm not an  
20 expert in that area.

21 However, we did put together a solid database  
22 for the expert witness to use.

23 PANEL MEMBER SPANO: You say you wish you had  
24 additional time to verify and check.

25 MR. LEE: Yeah.



1           PANEL MEMBER SPANO: Did you find that any  
2 problems arose as a result of not having enough time or  
3 did you -- it sounds like you felt satisfied.

4           MR. LEE: All kinds of problems arose because we  
5 didn't have enough time. By checking, I mean to make sure  
6 that everything that was sent to us was processed  
7 properly, to make sure that the data had been entered  
8 correctly.

9           We didn't have the ability to go back and re-  
10 enter things a second time to cross-check that it was  
11 entered correctly the first time, because we were just  
12 trying to get it all entered at all.

13           And I don't think, from what little I know about  
14 what the expert witness did, I don't think it affected the  
15 results, as it were, because the factories sent us what  
16 they had and we didn't -- we didn't go to the factories to  
17 verify, they sent us everything, for example. We didn't  
18 have the ability to do that, we had to take it on faith  
19 that what they delivered to us was complete.

20           PANEL MEMBER SPANO: Oh, so you didn't have time  
21 to verify the accuracy of it?

22           MR. LEE: Well, I wasn't concerned about the  
23 accuracy, I was concerned about a quality overall of the  
24 work. You know, I don't know how else to put it.

25           PANEL MEMBER SPANO: I don't have much time, but

1 I wanted -- I'm curious about, you mentioned that you grew  
2 up in a farming community in Mountain View, in Santa Clara  
3 County?

4 MR. LEE: Yeah, it was rural back then.

5 PANEL MEMBER SPANO: And how it's changed. But  
6 you said that even as a kid you learned that each group,  
7 in turn, preserved their bout of local discrimination and  
8 I was wondering if you could speak about that, in your  
9 childhood experience?

10 MR. LEE: Well, I was a kid at the time and so,  
11 I mean, I didn't see overt public or official  
12 discrimination, but every kid went through his teasing,  
13 every group had their jokes made about them, and you could  
14 see that everybody rose above it. I mean, everybody  
15 survived.

16 And the -- whether -- and I'm just picking  
17 things out of the air.

18 PANEL MEMBER SPANO: Sure.

19 MR. LEE: Whether -- you know, whether it was  
20 Asian, or Irish, or Persian, or whatever, people come in  
21 and just by virtue of being different they get teased and  
22 perhaps discriminated against. That's what I was talking  
23 about.

24 PANEL MEMBER SPANO: How have these lessons  
25 learned, as a young kid even, shape you as a Commissioner?

1           MR. LEE: Well, I guess to be more accepting of  
2 different people because they all come from different  
3 backgrounds and, ultimately, they're just people.

4           I mean, in Silicon Valley we work with a huge  
5 diversity of people. I mean, in one job I had the lady  
6 who worked for me was a lesbian, we hired a black sales  
7 manager over several other candidates who were white,  
8 because he was just the best candidate, not because he was  
9 black. My immediate manager was --

10          MS. RAMIREZ-RIDGEWAY: One minute.

11          MR. LEE: My immediate manager was a fellow from  
12 the Middle East and the company was an Israeli company, so  
13 it just seems very natural to me.

14          PANEL MEMBER SPANO: Thank you.

15          MS. RAMIREZ-RIDGEWAY: Are there follow-up  
16 questions, Panelists?

17          CHAIR AHMADI: No.

18          VICE CHAIR CAMACHO: No.

19          MS. RAMIREZ-RIDGEWAY: Okay. You talked about,  
20 and I think you actually talked about it more with Mr.  
21 Ahmadi and Ms. Camacho, after you answered the five  
22 standards about needing good relations with the Governor  
23 and the Legislature for budgetary purposes.

24          And they followed up a little bit, but I  
25 wondered is it possible that those good relations could

1 either cause a conflict or the perception of a conflict  
2 for the Commission?

3 MR. LEE: Oh, yes, of course. When I said good  
4 relations, I mean the ability to know how to proceed when  
5 working with the Legislature or the Governor in order to  
6 get a budget appropriation, an additional budget  
7 appropriation.

8 I was not talking about relations in terms of  
9 being a member of the party, or being a drinking buddy or  
10 anything like that. I was talking more about -- I don't  
11 feel I have the ability, for example, to go to the  
12 Legislature or the Governor to get an appropriation, I  
13 wouldn't know how to do that. And that's the kind of  
14 relations I was talking about.

15 MS. RAMIREZ-RIDGEWAY: Okay, I just wanted to  
16 clarify.

17 You do have a letter of recommendation from a  
18 former Assembly Member, Rebecca Morgan. And I just wanted  
19 to explore what connections, if any, you have with any  
20 current or former members of the Legislature, the Governor  
21 or Governors, and members of the Board of Equalization and  
22 their staff?

23 MR. LEE: I don't know, currently, any  
24 Legislators or the Governor. And if I knew anybody in the  
25 past who became a Legislator, I'm not aware of it.

1           Becky Morgan I know from business school and we  
2   had classes together. She's one of the nicest people  
3   you'd ever meet and we've kept in touch.

4           I've had no political dealings with her, it has  
5   been mostly alumni type events. And I think I bumped into  
6   her on an airplane once and we chatted about what was  
7   going on in the State, because she was a Legislator at  
8   that time, but it was chitchat. It wasn't like I was  
9   trying to influence her or she was trying to recruit me or  
10  anything like that.

11           MS. RAMIREZ-RIDGEWAY: I was listening closely  
12  to the conversation about attorneys.

13           (Laughter.)

14           MS. RAMIREZ-RIDGEWAY: And I just -- it occurred  
15  to me that it's possible that because of all the legal  
16  restrictions and the legal requirements associated with  
17  the task of redistricting, there may be many times that  
18  counsel tells you, no, you can't do it. Are you going to  
19  be comfortable with that, will it -- will it break your  
20  spirit or will you be able to get back in there and do the  
21  work?

22           MR. LEE: Well, I've learned to work with  
23  attorneys to get the job done, and it turns out their  
24  concerns were -- you know, they were -- I guess in the end  
25  they were valid and, you know, you just work with it. I

1 don't have -- I didn't take any negative -- negative away  
2 from it.

3 And if the attorney of the Commission tells us  
4 no, we can't do that because it violates the Voting Rights  
5 Act, okay, well fine, we'll do something else.

6 MS. RAMIREZ-RIDGEWAY: What if the attorney says  
7 you have to do X because it's required by the Voting  
8 Rights Act, are you also comfortable with that?

9 MR. LEE: Well, I would require him to explain  
10 to me exactly why and then I would be comfortable. I mean  
11 I would not say he's wrong, I mean, I'd in no way be able  
12 to do that.

13 MS. RAMIREZ-RIDGEWAY: A couple of times over  
14 the course of the conversation this afternoon you've  
15 mentioned the need to take charge, or to be direct, or to  
16 drive the project or take control. Do you take direction  
17 well?

18 MR. LEE: I think so. My natural style is to be  
19 a little laid back and I've been told I'm coachable. I  
20 take direction -- well, the corporate world is, if  
21 anything else, it's a militaristic type hierarchy, you  
22 take orders when you're given orders by your boss, and you  
23 learn to do that.

24 Despite what people say about matrix management,  
25 cooperative management, it ultimately comes down to if the

1 boss says do this, you have to do it. So, no, I don't  
2 have a problem with that at all.

3 MS. RAMIREZ-RIDGEWAY: Are you interested in  
4 serving as the chair on the Commission?

5 MR. LEE: If called upon I wouldn't decline, but  
6 I don't think I'd lobby for it.

7 MS. RAMIREZ-RIDGEWAY: Do you think that the  
8 chair of the Commission will lead the group in a manner  
9 beyond the role of a facilitator?

10 MR. LEE: I've thought about that a lot,  
11 actually. It really depends on the makeup of the  
12 Commission and I also depends to a very large extent on  
13 who the chief administrative officer is, chief of staff  
14 is, I mean.

15 If the chief of staff is a very strong person,  
16 knows what needs to be done and starts to get it done,  
17 then that will fall less on the chairman and the chairman  
18 can focus on whatever else, public relations or working  
19 with the Commission.

20 If the staffing is inadequate, for whatever  
21 reason, then it does fall upon the chairman to call the  
22 shots, as it were. Not by way of dictating, but setting  
23 the agenda, making assignments, all the traditional  
24 chairman tasks.

25 But I feel that, from what I've seen of the

1 candidates, there will be no lack of type A personalities,  
2 you know, willing to take charge.

3 MS. RAMIREZ-RIDGEWAY: When you were talking  
4 about the chairmanship, the thought crossed my mind that I  
5 don't know what role partisanship will play in the  
6 selection of the chair. Do you have any thoughts about  
7 that?

8 MR. LEE: Not really. I don't think it should  
9 play any role. I mean, he or she should be selected on  
10 the basis of ability. Because the task at hand is  
11 awesome, it's going to be very hard and whoever can do the  
12 job, let's them him or her do it.

13 MS. RAMIREZ-RIDGEWAY: I don't want you to  
14 divulge private information, but I'm wondering generally,  
15 what type of clients you have in your consulting business,  
16 is it truly sort of, you know, folks like me, I show up  
17 with my husband and say help me plan my future, or do you  
18 have clients are perhaps more influential than somebody  
19 like me?

20 MR. LEE: I'm not allowed to discuss my clients.

21 MS. RAMIREZ-RIDGEWAY: I don't want to know,  
22 again, names or anything like that. Just generally the  
23 type of client that you have, in other words just private  
24 folks who come to you versus --

25 MR. LEE: I have all sorts of people, of all



1 types of backgrounds that I work with, and I'd like to  
2 leave it at that.

3 MS. RAMIREZ-RIDGEWAY: Okay. But no -- no  
4 members of the Legislature or anything like that?

5 MR. LEE: Oh, no members of the Legislature, no  
6 political people at all.

7 MS. RAMIREZ-RIDGEWAY: Okay. Are you planning  
8 to continue your business full time while you work on the  
9 Commission and, if so, how will you make that work?

10 MR. LEE: I'm planning to continue working to  
11 the extent that I can. I have a very flexible kind of job  
12 where I can -- I can literally do it on the road since  
13 this is -- a lot of it can be done over the phone.

14 If necessary, I'll cut back there in order to  
15 focus on this. And I see no impediments to working on the  
16 Commission and if they do arise, I will take care of it  
17 however it needs to be taken care of.

18 MS. RAMIREZ-RIDGEWAY: Okay. You talked really  
19 early on in your discussion about the qualities that a  
20 good Commissioner should have, about making sure that it's  
21 not about the individual Commissioner or the communities  
22 of interest with which an individual Commissioner  
23 sympathizes.

24 What communities of interest do you sympathize  
25 with?

1           MR. LEE: Am I allowed to discuss that?

2           MS. RAMIREZ-RIDGEWAY: Sure.

3           MR. LEE: Well, I guess minorities in general.

4 I don't think -- by the way, I don't think of minorities

5 as a monolithic group, I think of minorities as being

6 exactly that, many different groups of people who are

7 different from each other, that often are lumped together

8 as "people of color" which I think is a very too

9 generalized a term. So, I sympathize with them.

10           I kind of sympathize with the average person on

11 the street, as opposed to corporate power, I guess is a

12 way to put it. But I don't have any allegiances to

13 anybody, if that's what you're asking.

14           MS. RAMIREZ-RIDGEWAY: Oh, no, I just wondered.

15 The way that you phrased it I thought was really

16 interesting and kind of sensitive and I wondered where

17 that came from?

18           MR. LEE: No, I like to -- I like to just treat

19 people one on one. I mean, I don't think of groups as a

20 useful way of relating to people. I mean categorizing

21 groups as a useful of relating to people, I just think

22 it's best to do it one on one and see where that goes.

23           MS. RAMIREZ-RIDGEWAY: Okay. I don't have any

24 additional questions.

25           Panelists?

1 CHAIR AHMADI: Neither do I.

2 PANEL MEMBER SPANO: No.

3 MS. RAMIREZ-RIDGEWAY: We have some time  
4 remaining on the clock if you'd like to make a closing  
5 statement?

6 MR. LEE: How much time?

7 MS. RAMIREZ-RIDGEWAY: Fourteen minutes and 47  
8 seconds.

9 MR. LEE: Wow, I don't know if that's good or  
10 bad.

11 Well, first, I want to say that I really admire  
12 the work that you, as a group, have done. I've been  
13 following it.

14 I have some concerns about the ultimate ability  
15 of the Commission to meet its tasks, because of the  
16 difficulty of what the Commission has to do and how  
17 often -- how seldom the public can be satisfied in this  
18 kind of a situation. I mean, no matter what the  
19 Commission does I think it will have a group of people who  
20 are unsatisfied and there's, I don't think, any way around  
21 that, particularly when it comes to communities of  
22 interest and such.

23 I hope that the Commission will explore  
24 alternatives and look for ways to try to accommodate  
25 people, what I described earlier as looking for the other

1 option. And at the risk of being trite, there are always  
2 other options.

3 I feel that the Commission, the selection and  
4 the makeup of the Commission, the way the process is drawn  
5 out, where there's going to be the ability of the  
6 Legislature to cut out people, I think is a very high risk  
7 step in the process.

8 I don't know how a Legislator thinks, much less  
9 how the leaders of the Legislature thinks, but if they  
10 wanted to game the system, I could see where they could  
11 cut all the most capable people, the ones who have the  
12 experience to get the job done, in favor of people who  
13 would more likely fail. So, that in the end the power of  
14 redistricting goes back to the Legislature.

15 I hope they're not so cynical as to do that and  
16 because I've seen some people that you've interviewed,  
17 I've watched some of them, and I'm amazed at how capable  
18 they are in their track records.

19 Having said that, I still am concerned that  
20 you're not going to find 60 people at that level, there  
21 are going to be people of all levels of ability who are in  
22 that group of 60 and you need people with different  
23 skills.

24 So, I feel that the Legislature having a hand in  
25 the process is a wild card. And that led to my statement,

1   that I think that Mr. Ahmadi quoted, about the eight  
2   selecting the next six, picking people who are committed  
3   to the success of the Commission, as opposed to people I  
4   would be -- who the Commissioners, the first eight would  
5   be comfortable with, or who might support their particular  
6   point of view. I think the task is to find a group that  
7   will work together and ultimately succeed.

8                   And having said that, I wish you all luck in  
9   your deliberations.

10                  VICE CHAIR CAMACHO: Thank you.

11                  PANEL MEMBER SPANO: Thank you.

12                  CHAIR AHMADI: Thank you.

13                  MS. RAMIREZ-RIDGEWAY: Thank you so much for  
14   coming to see us, Mr. Lee.

15                  MR. LEE: Thank you.

16                  MS. RAMIREZ-RIDGEWAY: Let's recess until 2:44.

17                               (Off the record at 2:29 p.m.)

18                               (Back on the record at 2:44 p.m.)

19                  MS. RAMIREZ-RIDGEWAY: It's 2:44 and we have a  
20   quorum present, so we can go back on record.

21                  Our next application is Daniel Montello. Mr.  
22   Montello, are you ready to begin?

23                  MR. MONTELLO: Yes.

24                  MS. RAMIREZ-RIDGEWAY: Please start the clock.  
25   What specific skills do you believe a good

1 Commissioner should possess? Of those skills which do you  
2 possess, which do you not possess and how will you  
3 compensate for it?

4 Is there anything in your life that would  
5 prohibit or impair your ability to perform all of the  
6 duties of a Commissioner?

7 MR. MONTELLO: Okay. Hello, it's nice to meet  
8 all of you. Thank you for inviting me to this interview,  
9 I very much appreciate the importance of the work you're  
10 doing here and I'd like to thank you for taking it on,  
11 frankly.

12 I take the task of the Citizens Redistricting  
13 Commission very seriously.

14 Now, as for the skills a good Commissioner  
15 should have, I organized them into six groups. First is  
16 motivation to help California and its people.

17 The second is knowledge and analytic skills and  
18 that includes knowledge about the methods and the  
19 consequences of electoral districts, and electoral  
20 systems, and districting methods.

21 That includes knowledge about geography in  
22 general, including social and political geography,  
23 geographic regions and so on.

24 I include knowledge about California geography,  
25 specifically, and that includes its demography, its

1 economic activities, its residential and land use patterns  
2 in cities, in suburbs, in rural areas and so on.

3 And I also include knowledge about statistical  
4 analysis, about geographic information, and about  
5 geographic information systems, or GIS.

6 The third group is communication and that's both  
7 speaking and writing.

8 The four is fair-mindedness, reasonableness,  
9 willingness to compromise.

10 The fifth would be additional interpersonal  
11 skills, listening skills, friendliness, humor, leadership.

12 And my sixth, but certainly not the least  
13 important, honesty and integrity.

14 Now, with all modesty, I think that I am  
15 unusually qualified for this position and I think that it  
16 is unusually suited to my talents and my skills. You  
17 know, that's an important reason why I applied for this  
18 position.

19 You know, I could identify one or two of the  
20 skills on my list that are not my strongest suit, but I  
21 really think it would be quite misleading for me to narrow  
22 my strengths for this position down to just one or two of  
23 them.

24 Now, my biggest shortcoming is probably that I  
25 get impatient sometimes with myself, I think I focus too

1 much on work, you know, I kind of expect too much from  
2 myself at times. I'm working on managing this and I have  
3 made some progress at it.

4 But as a Commission member I intend to monitor  
5 this carefully and take feedback on it very seriously.

6 With respect to anything that would impair my  
7 ability to perform on the Commission, I do have other  
8 commitments, primarily my job as a UC professor, and my  
9 family, and my household, which includes two cats and a  
10 granddaughter or grandson coming soon.

11 If need be, I intend to take a sabbatical or a  
12 leave, if that's necessary.

13 MS. RAMIREZ-RIDGEWAY: Describe a circumstance  
14 from your personal experience where you had to work with  
15 others to resolve a conflict or difference of opinion?  
16 Please describe the issue and explain your role in  
17 addressing and resolving the conflict.

18 If you were selected to serve on the Citizens  
19 Redistricting Commission, tell us how you will resolve  
20 conflicts that may arise among the Commissioners?

21 MR. MONTELLO: You know, in my job as a  
22 professor it frequently happens that I have to work with  
23 others to resolve conflicts and differences of opinion.

24 In 2001, I chaired the organizing committee for  
25 COSIT, which is the international conference on spatial



1 information theory.

2           We were holding the meeting in Morro Bay,  
3 actually, and after the better part of a year the meeting  
4 approached. On Monday, September 10<sup>th</sup>, I went home for the  
5 day feeling that things were in good shape, we were ready  
6 to go. The next morning was September 11<sup>th</sup>, 2001. A lot  
7 of things changed quickly. The first workshop instructor  
8 cancelled the next day, he was from Britain, and as the  
9 days passed more and more people who had planned to attend  
10 wrote to cancel and asked for refunds.

11           I became very worried. You know, frankly, I was  
12 quite upset. Not only was a special professional  
13 opportunity for me about to come crashing down, but we had  
14 all sorts of financial commitments and things like that,  
15 so this caused considerable conflict.

16           In the end, my co-organizers and I discussed our  
17 options. We received opinions from other members of the  
18 research community from all over the world, and these were  
19 quite diverse opinions, including rescheduling the meeting  
20 or canceling the meeting.

21           A senior colleague recommended that the best  
22 option would be to hold the meeting as planned, but at a  
23 reduced scale, and I agreed with that plan in the end and  
24 I moved forward with that.

25           So, I redid the meeting schedule, and I

1 cancelled the workshops and the field trip to Hearst  
2 Castle, and three days of talks became two days of talks,  
3 and three keynote speakers became two keynote speakers.

4 And in the end the meeting came off  
5 successfully, I think, and with about 60 percent of  
6 planned attendance, we ended up a few thousand dollars  
7 within our budget. It was very gratifying.

8 You know, with respect to resolving conflict  
9 among Commissioners, I would listen carefully and  
10 patiently to the various positions being advocated. I  
11 would question those expounding conflicting views, first  
12 to make sure that I understood the views and, second, to  
13 help make sure the rest of the Commissioners understood  
14 the view.

15 I would discuss the implications of different  
16 viewpoints in a balanced and respectful way. I would  
17 especially try to clarify major points of commonality and  
18 difference between the views.

19 I would not insist on unanimity, but I would  
20 work for consensus.

21 MS. RAMIREZ-RIDGEWAY: How will the Commission's  
22 work impact the State? Which of these impacts will  
23 improve the State the most? Is there any potential for  
24 the Commission's work to harm the State and, if so, in  
25 what ways?

1           MR. MONTELLLO: Yeah, I want to preface my answer  
2 to all parts of question three by saying that the  
3 implication of the new district plans will need to be  
4 evaluated with data and analysis before they are adopted.  
5 And that includes -- it starts with an analysis of the  
6 current districts.

7           You know, one can claim, for instance, that  
8 California's current districts reflect a form of incumbent  
9 gerrymandering, but we need to verify this. And I assume  
10 that high quality analyses of the current districting plan  
11 already exist.

12           If the current district plans were well  
13 apportioned, minimally biases and suitably competitive, it  
14 would make sense simply to keep them. I doubt this is the  
15 case, though.

16           So, how will the Commission's work impact the  
17 State? Hopefully, it will reduce district gerrymandering,  
18 particularly partisan gerrymandering and incumbent  
19 gerrymandering.

20           It will create more competitive districts that  
21 will increase the election of moderates and reduce the  
22 election of extreme or ideological partisans.

23           It will move elections in California closer to  
24 the standard of one person, one vote. Now, that standard  
25 means that the percentage breakdown of the elected

1 officials in the State, that means the percentage of  
2 officials who are, for instance, Democratic, Republican,  
3 or other party, that that should be close to the  
4 percentage breakdown in the voter preferences of  
5 individual people statewide. Such as, you know, the  
6 percentage of people who would vote for a Democrat, a  
7 Republican, or a third-party candidate.

8 I believe the courts have typically ruled that  
9 this standard should be interpreted as one person, not  
10 just one voter or one citizen. That certainly could be  
11 argued one way or another. However, census data are the  
12 basis for redistricting and the census attempts to count  
13 all people residing in a given place, no matter their  
14 status as registered voters, or legal residents, or what  
15 have you.

16 In any event, you know, achieving perfect one  
17 person, one vote is probably impossible, but it must be  
18 addressed.

19 Now, I think the most beneficial impact of the  
20 Commission's work will be more competitive elections, both  
21 in the sense of elections where winners tend to win by  
22 small margins, and in the sense of elections where  
23 different political philosophies tend to have viable  
24 chances to win over voters in as many districts as is  
25 possible.

1 California has a recent history of very devise  
2 politics and legislative morass that hurts us financially,  
3 socially, and culturally.

4 I believe more competitive districts are one key  
5 way to improve this situation. Competitive districts make  
6 elected officials more responsive to citizens and to  
7 communities, including not just communities that are  
8 statistically in the majority, but also those in the  
9 minority.

10 And I believe they are more in the spirit of  
11 democracy than one-sided district elections.

12 It is true that excess competitiveness in  
13 elections can be disruptive and somewhat  
14 counterproductive, and it can lead to too much turnover in  
15 the Legislature and inexperienced lawmakers, similar to the  
16 effects that term limits might have, according to some  
17 people.

18 Also, too many competitive districts risk a  
19 situation where a small vote swing can cause a large  
20 violation of one person, one vote.

21 You know, one common recommendation is about  
22 one-third districts safe for incumbents, about one-third  
23 of the districts highly competitive, and about one-third  
24 in between those two.

25 Now, I'm not sure I completely endorse this

1 formula, but I do feel strongly that at this point in  
2 history California needs more competitive districts.

3 This competitive gerrymandering, as you might  
4 call it, has actually been allowed by courts in the United  
5 States, even lauded.

6 Absolutely, the Commission's work could harm  
7 California if it creates districts that encourage more  
8 partisan extremism, encourage elections that are even less  
9 competitive between the two major parties and other  
10 important parties. If it systematically biases the  
11 outcomes of elections away from one person, one vote,  
12 and/or disenfranchises segments of the voting population  
13 more than they already are.

14 I would also like to add that some people  
15 believe that you could create districts using -- sort of  
16 blindly, using only geometry and computation. You know,  
17 and I use to be a big fan of simply using principles like  
18 spatial contiguity and compactness to create districts,  
19 principles that I still recognize as valuable and, in  
20 fact, are built into Prop. 11. However, I'm not convinced  
21 that such methods are inadequate by themselves because  
22 they do not guarantee unbiased districts and the  
23 realization of one person, one vote, and they can fail to  
24 create districts that respect communities of interest.

25 The desirability of respecting communities of

1 interest is, in fact, built into Prop. 11, as well.  
2 Actually, respect for communities of interest is a common  
3 criterion for districting in other states and even in  
4 other countries, but nobody ever defines it precisely and  
5 in detail.

6 Perhaps the most obvious meaning has been in --  
7 is respect for existing administrative regions, including  
8 cities and counties.

9 That meaning has been in force for many years in  
10 California and is explicitly build into Prop. 11.  
11 Communities can also be defined based on thematic  
12 variables, measurable themes or characteristics such as  
13 social class, race and ethnicity, language, religion, age,  
14 sexuality and so on.

15 Now, Prop. 11 does not explicitly define it in  
16 this way, although we can probably assume that it intends  
17 to include that meaning, especially when we consider that  
18 we do need to take into account the Voting Rights Act,  
19 which speaks to that to a certain extent.

20 Prop. 11 does explicitly forbid using political  
21 affiliation or adherence to candidates as a thematic basis  
22 for districting. You know, we could have an interesting  
23 conversation about the wisdom of that, given the value of  
24 competitive districts, but it is not my place to decide  
25 which parts of Prop. 11 I would uphold.

1           Finally, communities can be defined according to  
2 people's beliefs. What community does a person see  
3 himself or herself belong to or identifying with? Now,  
4 clearly, this is difficult to learn from databases, though  
5 it's not entirely impossible.

6           But traveling around the State and listening to  
7 people will be the primary method for learning about these  
8 cognitive or belief communities. In any case, respect for  
9 communities of interest helps create voter identification  
10 with elected officials and responsiveness of elected  
11 officials to their constituencies.

12           As a geographer, Richard Moral wrote, "Electoral  
13 districts should not be viewed as mere conveniences of  
14 electoral machinery, but as units for effective  
15 representation."

16           MS. RAMIREZ-RIDGEWAY: We have about three  
17 minutes, three and a half minutes remaining.

18           Describe a situation where you have had to work  
19 as part of a group to achieve a common goal? Tell us  
20 about the goal, describe your role within the group and  
21 tell us how the group worked or did not work  
22 collaboratively to achieve this goal? If you are selected  
23 to serve on the Citizens Redistricting Commission, tell us  
24 what you would do to foster collaboration among the  
25 Commissioners and insure the Commission meets its legal



1 deadlines?

2 MR. MONTELLO: Again, working as part of a group  
3 to achieve a common goal happens frequently in my job. In  
4 2008-2009 I chaired my departments Search Committee for a  
5 faculty position in the economic geography of  
6 globalization.

7 We had to narrow over 200 applications down to a  
8 list of about ten candidates, rank order them and then  
9 recommend four to be brought in for two-day interviews.

10 I had to achieve consensus among a group of five  
11 faculty colleagues, with very different backgrounds and  
12 different philosophical views on what constitutes good  
13 research and what type of research area our department  
14 should hire in.

15 I think I guided us through complex decisions in  
16 an efficient way, made everyone feel satisfied their views  
17 had been heard and fairly considered, and developed a list  
18 of four interviewees that earned the support of the rest  
19 of the faculty.

20 And after the interviews, you know, we felt that  
21 at least two of the candidates were hire-able, which is a  
22 positive outcome. Unfortunately, the budget situation  
23 made hire-able undoable in the end.

24 To foster collaboration and help us meet our  
25 deadlines, I will work to help other Commissioners perform

1 to the best of their abilities. I will encourage friendly  
2 interaction among Commissioners and help make sure that  
3 all 14 members feel involved and relevant.

4 I will try to help us use data and technical  
5 information appropriately, and I will help all the  
6 Commissioners understand technical and conceptual matters.

7 I will help us to use our staff and consultants  
8 optimally. When the situation calls for it, I will try to  
9 forge compromises.

10 MS. RAMIREZ-RIDGEWAY: A considerable amount of  
11 the Commission's work will involve meeting with people  
12 from all over California, who come from very different  
13 backgrounds and very different perspectives.

14 If you are selected to serve on the Commission,  
15 tell us about the specific skills you possess that will  
16 make you effective at interacting with the public?

17 You've got about a minute and a half.

18 MR. MONTELLO: Well, I'm an experienced and  
19 effective communicator with two-plus decades practicing  
20 oral and written communication as part of my profession,  
21 both a university teacher and a research scientist.

22 I've interacted effectively and positively with  
23 people of various ages, genders, economic and educational  
24 backgrounds, ethnic and religious backgrounds,  
25 nationalities and so on.

1           Although I've spent most of my adult life in the  
2 university system, I grew up on a farm in Wisconsin and I  
3 have largely working class roots.

4           I've lived in big cities, medium cities, small  
5 cities, suburbs, and rural areas.

6           I have friends and family from all over the  
7 political spectrum.

8           And I'm sociable and extroverted and I like  
9 people from various backgrounds. I try to treat people as  
10 individuals, not just representatives of a group.

11           MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi.

12           CHAIR AHMADI: Thank you very much. Good  
13 afternoon, Mr. Montello.

14           Let me start off with kind of like a follow up,  
15 but also a question that I was planning to ask because  
16 you're an expert in the area of geography and geographic  
17 diversity, and you did mention as one of the skills that  
18 is necessary for the Commissioners to have.

19           What are some of the -- if you can share with us  
20 in some detail, what are some of the challenges caused by  
21 this diversity the Commission will face in drawing the  
22 district maps?

23           MR. MONTELLO: I would say the difficulty in  
24 communicating with people who understand the world  
25 differently. Sometimes people have different language

1 skills.

2           People come from very different social class  
3 backgrounds and this has a big effect on people's  
4 assumptions and basic concepts, the way they understand  
5 the world, what's important to them, and we have to be  
6 able to appreciate this diversity and somehow bring some  
7 kind of unity out of it.

8           I would say that those are probably the biggest  
9 difficulties that we are going to face is dealing with  
10 incorporating the different ways that people with  
11 different backgrounds and different situations see the  
12 world, different things that are important to different  
13 people, that's probably it.

14           CHAIR AHMADI: Thank you. And could you also  
15 share with us how the geography of a location --

16           MR. MONTELLO: Well --

17           CHAIR AHMADI: -- affects the people and what  
18 challenge that may cause?

19           MR. MONTELLO: Okay. First of all, let me just  
20 say that geography is a much broader subject than some  
21 people realize. It's not just a matter of maps, and  
22 coordinates, and hog production, it does include all those  
23 things.

24           Geography is the study of the earth, as the home  
25 of humanity, and it includes the study of the natural

1 world, the land surface, the rivers, the vegetation, the  
2 climate, and it certainly involves human systems, social,  
3 political, cultural patterns of residents, economic  
4 systems. It deals a lot with overcoming separations  
5 between places and this is a challenge, actually, for  
6 districting and governing a State, like California, is  
7 because we have to have effective communication and  
8 transportation links between different places.

9           Now, formally, like I mean if you looked at the  
10 last couple of centuries of districting, this was an  
11 especially major concern, where you needed to worry about  
12 districts that were too large, or areas of districts that  
13 were too far separated from other parts of the district,  
14 and this was one of the sensible rationales for  
15 compactness, by the way, as a criterion, because  
16 compactness is basically the maximally efficient way to  
17 design regions to minimize the cost of interacting.

18           This is still in force, but it's probably not as  
19 important as it used to be because of technological  
20 developments, primarily the internet, that help people  
21 overcome the separation of distance and make this  
22 something of a less serious concern than it used to be.

23           Other than that I would just say geographers and  
24 geography helps us appreciate the natural and cultural  
25 diversity of the landscape. And the members of this

1 Commission have got to appreciate that because when we do  
2 things like consider the needs of rural citizens, consider  
3 the needs of intercity citizens, and so on, we have to  
4 understand what we're talking about there, not just in  
5 terms of people, but in terms of place.

6 CHAIR AHMADI: Thank you, sir.

7 MR. MONTELLO: Yeah.

8 CHAIR AHMADI: When you were describing the  
9 skills necessary for the Commissioners, you also mentioned  
10 that the skill to be able to compromise.

11 MR. MONTELLO: Yeah, yeah.

12 CHAIR AHMADI: Could you elaborate on that,  
13 please?

14 MR. MONTELLO: Well, you know, how do you expect  
15 14 people or nine out of 14, whatever the minimum is  
16 required there, you know, to agree on anything, almost? I  
17 mean, to be honest.

18 But here we're talking about complex things that  
19 matter a lot, you know, that have huge implications for  
20 this State. So, how you're going to come to satisfactory,  
21 and shall we say decisions that are the best that they can  
22 be, and the fairest and the best for the State of  
23 California without the ability to compromise, I don't  
24 think it's possible.

25 So, I would just say that I think I do a good

1 job of -- first of all, it starts with a deep  
2 understanding of the different positions and the  
3 motivations behind people's views and so on, and then I  
4 look for ways that I can see -- sometimes you see  
5 connections or commonalities that the people holding  
6 different viewpoints, they don't realize. But if I can  
7 appreciate it then I can bring it to their attention and  
8 help to forge a compromise.

9           Of course, you know, I might have an opinion  
10 about something and I won't agree with everything that  
11 someone else says, but I realize and I have experience in  
12 group decision making, compromise is required. You have  
13 to talk things out, you have to understand the issues  
14 thoroughly, you have to understand the implications of  
15 your decisions, the best you can do, and then at that  
16 point, if you still haven't come to some sort of a  
17 consensus, you need to start exploring ways to bring it to  
18 a consensus. Because in the end we have to do that and I  
19 think we have something like eight months to bring this  
20 about. So, compromise will be absolutely necessary, yeah.

21           CHAIR AHMADI: Okay. Thank you, sir.

22           MR. MONTELLO: Sure.

23           CHAIR AHMADI: And before I leave your response  
24 to question number one, one more follow-up question. And  
25 you mentioned that one of the shortcomings that you

1 believe you have is being impatient with self.

2 MR. MONTELLO: Yeah.

3 CHAIR AHMADI: In what ways, if any, do you  
4 think that this shortcoming will have an impact on you,  
5 should you be selected as a Commissioner, in the decision  
6 making?

7 MR. MONTELLO: Right. You know, I'll just have  
8 to work to make sure that let's say there's a situation,  
9 an issue where I feel like I understand it well, but it's  
10 important that the whole Commission understand it, that  
11 would be a case where I'd have to try to put the brakes on  
12 myself a little bit and say, hey, make sure the whole  
13 Commission's on the same page on this. Just because I  
14 feel that I've got a good grasp of it, I'm ready to move  
15 forward, that doesn't mean the whole Commission is.

16 And my job is not to worry just about me, my job  
17 is to worry about the whole Commission. I think that's a  
18 pretty clear example of where, you know, I would have to  
19 make sure that I didn't get carried away and get a bit  
20 impatient with, you know, I'm ready to do something but  
21 maybe it's not exactly the right time to do it. I think  
22 that's a good example.

23 CHAIR AHMADI: Okay.

24 MR. MONTELLO: Yeah.

25 CHAIR AHMADI: Okay. Thank you, sir.



1           In response to standard question number three,  
2   if I heard you correctly, you said that it's important to  
3   analyze the current districts --

4           MR. MONTELLO:   Yes.

5           CHAIR AHMADI:   -- and to verify whether they  
6   have been -- or the districts have been gerrymandered?  
7   What I --

8           MR. MONTELLO:   Well, basically -- I'm sorry, I  
9   should let you finish.

10          CHAIR AHMADI:   No, that's okay.  I just want to  
11   make sure that I understood your statement --

12          MR. MONTELLO:   Here's an example of me being  
13   impatient, yes.

14          CHAIR AHMADI:   -- correctly, first, and then I  
15   just want to have you elaborate on that.

16          MR. MONTELLO:   Yeah.

17          CHAIR AHMADI:   And help us, you know, give you  
18   some -- kind of like my thought process.  You know, as you  
19   mentioned, the Commission has a very short and limited  
20   time and, you know, the common sense approach, you know,  
21   the reason we have Prop. 11 is that there is a perception  
22   that some districts are perhaps gerrymandered.

23          So, I'm just anxious to hear from you, did you  
24   say that in a sarcastic way or --

25          MR. MONTELLO:   Not in the least.

1 CHAIR AHMADI: Okay, so could you --

2 MR. MONTELLO: No, I'm trying to keep the  
3 sarcasm to a minimum here today.

4 (Laughter.)

5 MR. MONTELLO: We have important business to do.

6 No, it's what you just said, there was a  
7 perception. You know, I've read up on this, I'm not  
8 trying to act naïve or something here.

9 CHAIR AHMADI: Uh-hum.

10 MR. MONTELLO: But, still, I realize perceptions  
11 aren't the same thing as reality. So, if people perceive  
12 that there's some kind of gerrymandering, what's important  
13 for the Commission is the reality of it or not.

14 And I say so, really, what we need to do is look  
15 at the current situation and, again, perform an analysis.  
16 Like I said, I think such an analysis or analyses, they  
17 must surely exist already and we should get a hold of  
18 them. That saves us time by the way.

19 And we need to look at those and see in what  
20 respect we have problems in terms of gerrymandering, bias.  
21 I mean, I mention in particular the example of incumbent  
22 gerrymandering, and that's the notion that the Legislature  
23 drew districts in order to try to maximize the number of  
24 incumbents who get to hold onto their seat, it's widely  
25 believed that happened in 2001 and that we see the effects

1 of that today.

2 But widely believed is sometimes wrong. People  
3 have often believed things that were wrong.

4 All I'm saying is we need to look at the data,  
5 look at the breakdown in the districts. There's a variety  
6 of types of data, I don't think I should start going into  
7 all the things I have in mind, unless you want me to.

8 CHAIR AHMADI: Actually, that was my next  
9 follow-up question.

10 MR. MONTELLO: Okay. Well, then I'm going to  
11 just wait until you get there and then I'll just finish  
12 answering this question.

13 CHAIR AHMADI: So you give me --

14 MR. MONTELLO: But we need to look at the  
15 current situation, the effects or the implications of the  
16 current districting plan. And not only does that give us  
17 a really good idea of how we need to move for the new  
18 district plan, but it also teaches the Commission how it  
19 needs to carry out its analyses because we absolutely --  
20 when we come up with a proposal for new districts, we have  
21 to complete an analysis of that. We should not simply  
22 say, okay, here's our district plan, we really don't know  
23 what it does to particular communities of interest, we  
24 really don't know the implications for the major parties,  
25 and the third parties, and so on.

1           There are ways of performing analyses and  
2 looking at data that will at least give us some much  
3 better empirically informed ideas about the implication of  
4 that, so that's the way I see that.

5           CHAIR AHMADI: So, what if the analysis --  
6 again, you mentioned that there may be some analysis  
7 available, currently --

8           MR. MONTELLO: Okay, right.

9           CHAIR AHMADI: -- what if it's not available, is  
10 that -- I mean, regardless, is that where you would want  
11 to start redrawing the lines?

12          MR. MONTELLO: Well, I mean, I guess what you're  
13 implying is that is there a point at which I would  
14 recognize that we have an important task that has to be  
15 completed by a deadline and how much am I willing to hold  
16 up the process in order to complete some sort of academic  
17 analysis of the situation and, of course, no. You know,  
18 we have to do what we have to do.

19          That's part of compromise, actually, you know,  
20 when you decide that you've spent enough time, you could  
21 learn more if you spent more time, but you simply don't  
22 have the time, that's a form of compromising your  
23 activities so you get done in the end what you really need  
24 to get done.

25          I repeat, though, when you consider things like

1 race and ethnicity, social class, rural, urban, again, you  
2 know, there's some question as to how -- whether we can  
3 look at partisanship. Although, I will tell you that I  
4 feel that you can do analyses of the breakdown,  
5 particularly of the Democratic and Republican parties and  
6 the voters in different regions, you can do that based on  
7 the existing districting plan and it would be most  
8 informative and most useful to reaching the goals of the  
9 Commission. And I've described those goals as creating  
10 districts that have these various properties. So, yeah.

11 CHAIR AHMADI: Okay. I think I got it. Thank  
12 you, sir.

13 MR. MONTELLO: Yeah.

14 CHAIR AHMADI: So, my next follow-up question  
15 about you mentioned -- you mentioned that the census data  
16 are the basis for the decision making. What else would  
17 you need to gather to make the decisions?

18 MR. MONTELLO: Well, okay. Well, there's a --  
19 first of all there are legal issues here. And I'm not a  
20 lawyer, but I think that we are legally bound to use the  
21 census data in order to meet the standards of Prop. 11.  
22 If I'm wrong about that, I'm happy.

23 The census data is very high quality data,  
24 really, it's really difficult to do the kind of massive  
25 data collection represented by the census, and the United

1 States Census is really an incredible undertaking and  
2 produces, but it's not perfect data.

3 And in particular there are other kinds of  
4 datasets that could tell us more about the types of  
5 people, and the communities, and so on that live in  
6 different parts of the State.

7 Now, we can collect data on communities of  
8 interest through interviews and things like that, but we  
9 have to merge that with the census data.

10 I think that we are legally bound to use the  
11 census population distribution as our basis for what you  
12 could argue is the most important criterion, which is  
13 equal apportionment. And that is that districts have  
14 about the same number of people living in them, that all  
15 districts have about equal numbers. They didn't say  
16 exactly equal, luckily, but it does have to be about  
17 equal.

18 You could certainly argue that that's the most  
19 important criterion of all and census data has to be used  
20 for that.

21 But since, like I said, census data doesn't  
22 contain all of the information, all of the variables that  
23 would be informative for the goals of the Commission,  
24 there are other types of datasets.

25 And I guess we'll just have to see, you know,

1 what's legal for us to look at and so on, and what the  
2 Commission considers relevant and stuff like that. But I  
3 will certainly promote that to the degree that it's, you  
4 know, fair and legally acceptable.

5 CHAIR AHMADI: Okay. Thank you, sir.

6 MR. MONTELLO: Uh-hum.

7 CHAIR AHMADI: Do you think a diverse Commission  
8 will have a harder time to reach consensus?

9 MR. MONTELLO: Oh, I guess I could just give you  
10 two answers to that. Of course would be one answer.

11 The second answer would be, you know, what  
12 exactly do you mean by diverse? I've given you lots of  
13 examples of diversity and I know you've been sitting here  
14 for weeks listening to examples of diversity, so I'm sure  
15 you're becoming quite experts on that topic by now.

16 CHAIR AHMADI: I'm still learning.

17 MR. MONTELLO: Okay. Well, maybe we're all  
18 still learning, aren't we.

19 So, you know, in one sense I started out by  
20 saying of course, you know, if two people have very  
21 different political philosophies, for instance, of course  
22 it's more difficult for them to agree on something which  
23 has political implications, there's no way around it.

24 As much as you might want districting to be an  
25 apolitical thing, it's not possible because --

1 MS. HAMEL: Five minutes.

2 MR. MONTELLO: -- even if the process were  
3 considered apolitical, like having a computer do it based  
4 on, you know, math and so on, the outcome is not  
5 apolitical and, therefore, the whole process cannot be  
6 considered apolitical.

7 So, of course, when you have greater diversity,  
8 I mean, if you just took people that were all on the right  
9 or all on the left and put them in a room and said make  
10 districts, they would have an easier time of it, but the  
11 districts would be of lower quality and would be less  
12 fair, and would miss out on the purpose of Prop. 11 and  
13 what we're trying to do with good districting.

14 CHAIR AHMADI: Okay.

15 MR. MONTELLO: But do I think that the diversity  
16 in any way makes it impossible for us to achieve those  
17 goals? Absolutely not.

18 You do see in a sense that the appreciation of  
19 the diversity and different Commissioners bringing that  
20 directly to the Commission, that's actually an essential  
21 part of what we need to achieve.

22 So, you can also see that without the diversity,  
23 you could say it would be impossible for us to achieve our  
24 ends.

25 CHAIR AHMADI: Thank you, sir.



1 MR. MONTELLO: Yeah.

2 CHAIR AHMADI: My last question, because I'm  
3 running out of time, you have published a textbook that  
4 covers the logic and critical thinking to data graphing,  
5 and mapping, and all that. In what ways that knowledge  
6 will benefit the Commission?

7 MR. MONTELLO: Well --

8 CHAIR AHMADI: How do you put that knowledge to  
9 benefit the Commission?

10 MR. MONTELLO: A lot of what we have to do is  
11 consider complex concepts in a logical and rational way.  
12 We have to look at data, we have to understand properties  
13 of California's geography. We need to -- I assume we'll  
14 have consultants or advisers to help with the analysis,  
15 but we need to understand what the analysis is. We need  
16 to understand what GIS is and what it is not.

17 I have the ability not only to understand a lot  
18 of this stuff, but since I've written a textbook, I've  
19 lectured on this for years and years and years, I think I  
20 can do a pretty good job of helping other Commissioners,  
21 who have different skill sets, to understand, you know,  
22 what GIS actually does and what it does not do, what this  
23 particular statistical analysis is telling us and what it  
24 is not telling us, and things like that

25 You can get into a whole bunch of specific

1 examples. What are effective ways to present data and  
2 information; graphs, maps, and so on, and so forth.

3 So, I think that quite a bit of it will come in  
4 useful for the Commission.

5 CHAIR AHMADI: Okay. Thank you very much, sir,  
6 no more questions.

7 MR. MONTELLO: Yeah.

8 MS. RAMIREZ-RIDGEWAY: Ms. Camacho?

9 VICE CHAIR CAMACHO: Thank you.

10 Hello, Mr. Montello or Montel --

11 MR. MONTELLO: Montello, yeah.

12 VICE CHAIR CAMACHO: Yeah, right. Great.

13 You've had public speaking experience, so  
14 this -- the public speaking's going to be throughout the  
15 State. Assuming you need to set up a public meeting at an  
16 inner city location who and how would you notify the  
17 public of this meeting?

18 Also, what information would you seek and from  
19 whom in order to learn about this community's concerns and  
20 desires?

21 Do you want me to repeat that, again?

22 MR. MONTELLO: No, I think I've got it.

23 VICE CHAIR CAMACHO: Got it, okay.

24 MR. MONTELLO: Although that is a fairly complex  
25 question, but it's a good question.

1           How would I notify and publicize? I think that  
2 would be an example of where -- you know, I have a couple  
3 of ideas that I'll mention in a moment, but there's a good  
4 example of something that we will have both other  
5 expertise on the Commission, I would say, would probably  
6 be -- would have more experience with that particular type  
7 of thing.

8           Even, I think, there's going to be some  
9 experience, maybe, by consultants, or advisors, or so on,  
10 who have done stuff like that before. I mean, you know,  
11 people who are actually working in government probably  
12 have experience with that sort of thing and we'll examine  
13 that.

14           But I think what you need to do besides the  
15 usual channels of the internet, and newspapers, and radio,  
16 you mentioned specifically inner city, I believe --

17           VICE CHAIR CAMACHO: Yes.

18           MR. MONTELLO: -- by which you're implying  
19 possibly a place where people, what, don't read the  
20 internet as much, or I'm not sure, but --

21           VICE CHAIR CAMACHO: No, just more condensed,  
22 urban areas.

23           MR. MONTELLO: Right. I think -- I think  
24 whether it's inner city, or the Central Valley, or Modoc  
25 Plateau, you're going to also need to talk with community

1 leaders and people, local people -- this ties right in  
2 with the second part of your question on, you know, who  
3 informs you about the place and how best to go about  
4 communicating with people, advertising your meetings and  
5 so on, so you would definitely be making contact with a  
6 variety of local community leaders from across the  
7 political spectrum, absolutely. And find out what are  
8 locally effective channels not only for a way to get the  
9 message out, but ways that people actually pay attention  
10 to, and listen to, and see. And, you know, whether it  
11 involved billboards, or other kinds of places where people  
12 meet, gymnasiums, churches, stores, whatever it might be  
13 and advertise, and we're having a local meeting, and this  
14 is really important and this is your opportunity to come  
15 and influence the districts and help your voice get heard  
16 in Sacramento, and so and so forth.

17               So, I think that that's what I would urge for  
18 the Commission.

19               VICE CHAIR CAMACHO: Okay. Now, what  
20 information would you seek from these individuals?

21               MR. MONTELLO: Oh, I would want to know, first  
22 of all, we can learn something about the sort of geography  
23 of their region, their community, their district. You  
24 know, geography exists on multiple scales, it's not just  
25 the whole State, it's communities, cities, counties, and

1    so on.

2                   I think we could talk to them about their  
3    experiences with things like public meetings and getting  
4    information out, or what do they recommend works and  
5    doesn't work, and can they give us some advice about other  
6    people that we should talk to, I would ask them about  
7    that, who are useful informants.

8                   What do they think are effective ways of framing  
9    our message? Again, one of the critical things here  
10   always is what can you say to people to convince them that  
11   this is something that matters to them, that this is  
12   something that they can have an influence on. You know,  
13   it's not just telling people there's a meeting, it's  
14   convincing them it's something that matters and that they  
15   can make a difference.

16                  And I think that the local informants can really  
17   help. I also think, you know, again, I don't know, we're  
18   going to see what forms of diversity we actually get on  
19   the Commission. And I know that all 14 people won't be  
20   from Santa Barbara so, you know, right there we're going  
21   to have some -- some knowledge of the different areas of  
22   the State, the different types of communities and so on,  
23   that should be very useful for that.

24                  VICE CHAIR CAMACHO: Okay. One of the comments  
25   that you made, and I just wanted a little bit of

1 clarification, was community organizations from different  
2 political spectrums.

3 MR. MONTELLO: Yeah.

4 VICE CHAIR CAMACHO: Can you kind of elaborate  
5 what you meant by that?

6 MR. MONTELLO: I basically mean that you would  
7 want to make sure that you would get advice and  
8 information from advisors that are not strictly from the  
9 right or the left side of the political spectrum, and that  
10 you would make a very deliberate, conscious effort to get  
11 input from across the political spectrum.

12 I don't know what stereotypes people might have,  
13 and data suggests there are certain trends, of course,  
14 when we go from the inner city to the outer cornfields and  
15 so on, but there is diversity of political thought  
16 everywhere, every block in California has it.

17 And so, I'm not interested and I don't think  
18 it's in the best interest of the Commission to focus and  
19 maybe get -- you know, sometimes when you say a local  
20 community leader, or whatever, you know, that's not always  
21 the full spectrum of political views that are to be found  
22 there, just because those people happen to be talented at  
23 getting involved in these things and so on.

24 So, you don't want to fall into a trap of  
25 treating any place, you know, monolithically.

1                   VICE CHAIR CAMACHO: Okay. How, and this might  
2 not be your area of expertise, you might not be able to  
3 answer it, but you were stating that you would need to  
4 convince the public that this process or it matters. How  
5 do you think that would -- how would the Commission be  
6 able to do that?

7                   MR. MONTELLO: I think -- well, I trust you  
8 understand why I think that's important because, I mean,  
9 part of our job, not our entire job, part of our job is to  
10 get a lot of input from regular people, regular voters,  
11 everyday people, citizens to provide their input on  
12 representation, and district boundaries and, of course,  
13 explicitly the locations of particular communities of  
14 interest.

15                   So, that's why I think it's important that the  
16 public gets involved and I think it does matter, I think  
17 it matters a lot to members of the public.

18                   And so, I think then we have to find a way,  
19 because you're not going to get as much community input  
20 unless people believe that it matters. I don't know  
21 exactly, you know, how we should go about doing this, but  
22 I do think that we have to work hard to tailor our  
23 messages to people from diverse backgrounds, socioeconomic  
24 backgrounds and so on, and this is a big area for us to  
25 get expertise, expert input from, shall we call them,

1 local informants and so on.

2           And just trying to talk to people, going around  
3 the cities, going around the counties and trying to sort  
4 of stick our noses into different places, and see what's  
5 going on and talk to people, because when you can get a  
6 greater appreciation for the local fabric of a place, then  
7 I think you can do a more effective job of appealing to  
8 those people and pointing out how the work of the  
9 Commission is so important for what matters to them.

10           And, you know, I just don't think there's  
11 probably a really easy way to do this, it's going to take  
12 some work, but I think that it's important for the  
13 Commission to do that.

14           VICE CHAIR CAMACHO: Okay. You've had a lot of  
15 experience, and like Mr. Ahmadi said, that you've written  
16 a book to deal with the census data.

17           MR. MONTELLO: Well, the census data's is one  
18 small part of the book. It's an introduction to  
19 scientific research methods and geography. And by the  
20 way, the second edition just -- the contract is just being  
21 drawn up and it's going to include environmental studies  
22 as well.

23           Census data is part of one chapter.

24           VICE CHAIR CAMACHO: Oh, okay.

25           MR. MONTELLO: Yeah.



1                   VICE CHAIR CAMACHO: From that experience and  
2 your knowledge, what type of training do you think the  
3 Commissioners should receive?

4                   MR. MONTELLO: Oh, that's a good one. I think  
5 that we all need to know something about electoral  
6 systems, and we need to know something about districting  
7 and districting methods. Everyone on the Commission needs  
8 to know about the implications of where district  
9 boundaries are drawn and they are very, very large  
10 implications.

11                  People need to know about the census because  
12 that data, like I said, is a necessary part of our job.

13                  And depending on what other kinds of data  
14 sources that we deem valuable and are allowed to use, the  
15 Commission all -- everyone on the Commission needs to know  
16 a lot about what the data is, how it was collected, and so  
17 on and so forth.

18                  I would say any kinds of analyses that we  
19 conduct, I mentioned GIS, geographic information systems,  
20 a couple of times because that's an absolutely necessary  
21 tool in this process.

22                  You have a computer system that has geo-  
23 reference data, that just means it's characteristics of  
24 people and the physical earth that's tied to place, and  
25 then the computer, of course, can perform all sorts of

1 analyses. Not just making maps and making them on the fly  
2 so you can specify for any special purpose question you  
3 have, what if we move that boundary a little bit, then the  
4 computer can more -- you know, very quickly show us the  
5 consequences of that.

6           There are all sorts of other analytic, spatial  
7 analytic operations you can carry out, which could be  
8 useful on a GIS, various kinds of buffering and various  
9 kinds of distance analyses, what's the total sum of the  
10 distances to all the places.

11           For instance you could find -- if you needed to,  
12 you could find optimal locations for district centers  
13 based on an analysis that combines travel time for  
14 everyone living in the district.

15           The people on the Commission don't have to have  
16 the expertise to carry out these analyses, you may need  
17 some consultant to do that, but everyone on the  
18 Commission, I think, needs to understand what's happening  
19 there and I think that I can play a really important role  
20 because I have a good understanding. Even about things  
21 that I'm not a personal expert in, I wouldn't personally  
22 sit down and program a -- I did it one time. But, you  
23 know, I'm around people who do it a lot, I read a lot  
24 about it, I see it happening. I know pretty thoroughly  
25 what GIS is and so on, and so I can really contribute

1    there.

2                   I think, probably, we're going to need to  
3   hear -- people are going to understand very well what  
4   Prop. 11 says.  You know, you have to read it carefully  
5   and it's specific but, as we all know, when things are  
6   written in a natural language, like English, you know,  
7   there's always going to be room for what does that really  
8   mean, what's the strict interpretation?

9                   So, there's a certain amount of legality  
10  involved that we're going to need to all understand.  We  
11  have to take account of the Voter Rights Act, we all need  
12  to understand exactly what that means.  You know, and also  
13  some political things, say, you know, some political  
14  science.  And I'm sure that you've interviewed some  
15  political scientists, as well, who are telling you a lot  
16  about electoral systems and so on.

17                  Even though, you know, we don't want to get this  
18  too carried away, we have a big job in a finite period of  
19  time and, you know, there are certain implications of the  
20  winner-take-all system, we have elections.  But we're not  
21  allowed to change the electoral system in California, so  
22  that's sort of a -- but, nonetheless, I do think some  
23  issues around the nature of electoral systems and the  
24  consequences of different systems like that, that  
25  everybody has to have an appreciation for that.

1           When you start talking about different kinds of  
2 regions, people -- we all need to have an understanding of  
3 the basic geography of California, issues about economics,  
4 where agriculture takes place, where manufacturing takes  
5 place, why it takes place there, where are centers of  
6 tourism, and so on in California, what are the  
7 implications of that?

8           Understanding the distribution of people of  
9 different ethnicities, races, nationalities, socioeconomic  
10 backgrounds, obviously linguistic groups and so on, we all  
11 need to have a decent sense of the -- you know, especially  
12 the human, but I would say the human and the natural  
13 geography of California. So, there's quite a bit there.

14           VICE CHAIR CAMACHO: Yeah, just listening to all  
15 of it. How much time do you think that would take to have  
16 all this training for the Commissioners or could you do it  
17 at a higher level and still be effective?

18           MR. MONTELLO: I'm not sure I understand what  
19 you mean by a higher level?

20           VICE CHAIR CAMACHO: You were getting down into  
21 very -- some detailed things about the GIS system and so I  
22 was wondering, obviously, you teach courses on this.

23           MR. MONTELLO: Uh-hum.

24           VICE CHAIR CAMACHO: And the course is quarters?

25           MR. MONTELLO: Ten weeks.

1                   VICE CHAIR CAMACHO: Ten weeks.

2                   MR. MONTELLO: Three hours a week.

3                   VICE CHAIR CAMACHO: Is that what you're  
4 thinking?

5                   MR. MONTELLO: Do I think it will take ten  
6 weeks, no. First of all, I don't think -- I don't know if  
7 you're interviewing any undergraduates on the Commission,  
8 mostly people that have a little more experience. I  
9 assume that the Commissioners will be fairly intelligent  
10 and educated people, but educated in different ways, of  
11 course, because there's a lot of different things that are  
12 valuable here.

13                   And very interested, I'm sure the Commissioners  
14 will be, perhaps, more interested than the average  
15 undergraduate is in what I'm saying. And I'm not the only  
16 source of information about this, by any means, I don't  
17 mean to apply that.

18                   You know, it's hard for me to put a number on  
19 it. Nobody has really said, exactly, what time of a time  
20 commitment is involved in the Commission, other than it  
21 could be considerable and that's about as far as I've  
22 heard. I don't think we know, yet, probably.

23                   I would think that early work of the Commission  
24 would be involved in sort of going over some of this stuff  
25 and getting, you know, maybe some lectures, getting some

1 really good reading material and stuff. Not overwhelming  
2 anyone, but something you could probably complete within  
3 the first couple of weeks or month of the Commission.

4 VICE CHAIR CAMACHO: Okay. You're very familiar  
5 with GIS systems, if --

6 MS. RAMIREZ-RIDGEWAY: Five minutes.

7 VICE CHAIR CAMACHO: Thank you.

8 If the Commission was looking at a particular  
9 system, and you're on the Commission, and they opted to  
10 use a different system than what you suggested, what would  
11 your reaction be?

12 MR. MONTELLO: I would want to know the basis  
13 for that. Many such alternatives are not important. I  
14 mean, many times two systems basically carry out the same  
15 job and I would say fine. I don't have stock in any GIS  
16 company or anything.

17 I do know what the most common GIS system is and  
18 it's actually a California company. But I mean I don't --  
19 I have -- no, I don't belong to any technology company  
20 camp, or organization, or anything like that.

21 If there were instances that I thought that the  
22 alternative being proposed would somehow no help us as  
23 much as some other alternative, I would certainly point  
24 that out. But I don't think it would be my position to  
25 insist on anything.

1           You know, it depends. A lot of alternatives  
2   don't have much of an implication and others might so --  
3           VICE CHAIR CAMACHO: Okay, thank you. That will  
4   be my last question.  
5           MS. RAMIREZ-RIDGEWAY: Ms. Spano?  
6           PANEL MEMBER SPANO: Good afternoon.  
7           MR. MONTELLO: Hi.  
8           PANEL MEMBER SPANO: Hi. You mentioned early on  
9   one of your shortcomings is being impatience and we all --  
10   you sort of recognized that early on in our discussion.  
11   But you said you're willing to take feedback from others.  
12           MR. MONTELLO: Oh, yes.  
13           PANEL MEMBER SPANO: How often do people give  
14   you feedback on this?  
15           (Laughter.)  
16           PANEL MEMBER SPANO: I'm just curious.  
17           MR. MONTELLO: Whenever they feel they need to.  
18   I guess that's not the answer you're looking for is it?  
19           PANEL MEMBER SPANO: Is it often? It seems like  
20   you're self-aware of this, just curious?  
21           MR. MONTELLO: A few times a year.  
22           PANEL MEMBER SPANO: A few times a year?  
23           MR. MONTELLO: Yeah.  
24           PANEL MEMBER SPANO: Would you say that -- you  
25   said you're impatient with yourself.

1                   MR. MONTELLO: Uh-hum.

2                   PANEL MEMBER SPANO: Would you say you're

3 impatient with others?

4                   MR. MONTELLO: Sometimes, but less so.

5                   PANEL MEMBER SPANO: In what circumstances do

6 you get impatient?

7                   MR. MONTELLO: Oh, when I think that the goal is

8 plain and in sight, the proper path is there and somebody

9 doesn't seem to see it, or somebody wants to spent time on

10 something which I feel is not relevant to our task, is not

11 helping us out, you know, that could make me feel

12 impatient.

13                   If I set standards for myself, this is probably

14 the most common thing, I set standards for myself and I

15 don't reach them, I'm going to finish this paper by this

16 time, or I'm going to do this by this time and then I

17 don't get it done, and I certainly get impatient about

18 that sometimes.

19                   I think that those would be some examples.

20                   PANEL MEMBER SPANO: The Commission may be made

21 up of individuals who are from different backgrounds,

22 socioeconomic, educational, race/ethnicity, you name it,

23 geography. Would you be patient with them if they didn't

24 have the level of understanding about a certain task that

25 you did?



1                   MR. MONTELLLO: Yes. I mean, I don't think --  
2 you know, the various ways of considering diversity, none  
3 of those -- I mean, I'm being truthful here, none of those  
4 inspire a need, the thought of being impatient.

5                   Now, but the one thing you did mention, which  
6 ties into what I said, is people have different  
7 educational backgrounds and certainly not everyone on the  
8 Commission is a professor of geography.

9                   I guess I would just say I understood that right  
10 from the beginning, I think that's why I can be valuable  
11 to the Commission.

12                  I don't think that my expertise is the only kind  
13 of expertise that this Commission needs. And I respect  
14 people, there are -- you know, whatever I might say about  
15 my academic background, and knowledge, and stuff like  
16 that, I'm far from a perfect person and there are a lot of  
17 people walking the streets of Sacramento that are better  
18 people than I am.

19                  So, I respect people for lots of things other  
20 than, you know, book learning or whatever it might be.  
21 But I really, as professional teacher, a pedagogue, I  
22 think that I really do a good job in that context of being  
23 patient and explaining. That's really what my job is as a  
24 teacher, you know, to try to understand another person's  
25 conceptualization and explain, you know, patiently, as

1 best as I can, in the way I think, and I hope that they  
2 can understand, and I try to get feedback from them as we  
3 were going along.

4 So, I would say in that context, no, I'm not too  
5 concerned about impatience, because that's obviously built  
6 into this, that's what my profession is, that's what I  
7 love doing.

8 PANEL MEMBER SPANO: Thank you.

9 MR. MONTELLO: Uh-hum.

10 PANEL MEMBER SPANO: Can you tell me your  
11 experience working with either students or colleagues,  
12 where English isn't their first language?

13 MR. MONTELLO: Oh, I have a lot of -- especially  
14 colleagues.

15 PANEL MEMBER SPANO: Oh. How do those  
16 interactions --

17 MR. MONTELLO: A German colleague just left  
18 yesterday, as a matter of fact.

19 I speak only English well. I speak a little bit  
20 of a couple of other things, but nothing else -- I  
21 wouldn't say I speak any other language, you know, unless  
22 I'm trying to pull the wool over someone's eyes.

23 But I have a lot of experience with that and I'm  
24 patient with it. I certainly do not respect -- have any  
25 disrespect for someone who doesn't speak English the way I

1 do, or doesn't speak English at all, you know. All the  
2 language of the world are, you know, fabulous, I don't  
3 have any problem with them. English has its own charms  
4 and so on but -- so, there's another case of where I don't  
5 think that impatience would be an issue at all. I'm used  
6 to doing that a lot, you just calmly ask for someone -- I  
7 have a little bit of trouble understanding, you know, what  
8 you just said, would you mind, you know, repeating that.

9 I think I would -- I paraphrase, try to say is  
10 this what you meant, things like that. Again, I would  
11 expect that in this situation.

12 PANEL MEMBER SPANO: What are the demographics  
13 of the students that you teach?

14 MR. MONTELLO: Well, the -- sometimes -- I also  
15 do behavioral science research and we use human beings as  
16 research participants in quite a bit of my research, so  
17 I'm very familiar with this.

18 the main way that the undergraduates and the  
19 graduate students -- this is particular true of the  
20 undergraduates, it's some -- it's really a somewhat  
21 different picture when you talk about master's and  
22 doctoral students.

23 But the undergraduates are mostly young, that's  
24 the main way that they're not diverse. That, and they're  
25 more verbal than the average person, they tend to come

1 from better educated and, you know, richer families, to be  
2 honest with you. But there's lots of exceptions that I  
3 also work with as well.

4           The ethnic diversity, if you were to match it  
5 up, say, take the University of California, depending  
6 which campus you were on and match it up with the census  
7 data, it's not -- you know, there are certainly under-  
8 represented groups at the university, but they're not non-  
9 represented and their representation is growing.

10           So, we always do have various people from  
11 different backgrounds, a variety of Asian Americans and  
12 Asians, a variety of Latinos from Mexico, of course, but  
13 other countries as well. We have international students,  
14 we have African Americans, we have some American Indians,  
15 you know.

16           So, there actually is quite a bit of ethnic  
17 diversity, it all depends on, you know, what part of the  
18 country you would compare it to.

19           So, you know, the main way I think that they're  
20 not very diverse is that they're young and they tend to be  
21 verbal, and kind of from educated and relatively upper  
22 middle class or upper class backgrounds, that's the major  
23 way that they tend not to be that diverse.

24           But again, there are representatives from all  
25 those groups, there are poor people, there are people who

1 don't speak English as well, and so on, and people who  
2 don't have as much educational background in certain  
3 areas, they don't write as well, they don't do math as  
4 well. So, you know, there's quite a bit of a variety  
5 there.

6 PANEL MEMBER SPANO: The students that you  
7 teach, do you ever find that you have to adjust your  
8 lesson plans to accommodate those that aren't skilled in  
9 certain areas and strong, you know, and weak in certain  
10 areas?

11 MR. MONTELLO: Of course. Of course. Of  
12 course. And any good teacher would do that.

13 What you have to try to appreciate is there's  
14 always going to be a distribution within a class of  
15 people, who are differentially prepared to benefit from  
16 what you're doing and what you're saying. And you might  
17 want to reach one hundred percent of them but you know,  
18 realistically, that that's probably not going to happen.

19 However, of course, you don't accept missing  
20 large segments of them. And even in the case of an  
21 individual, this would still be true. When I find that  
22 there's some, oh, I don't know, ten percent or 30 percent  
23 of the class that's having a lot of trouble with  
24 something, then I'd try to take steps to review things, to  
25 rephrase things, to stretch out parts of the lesson plan.

1 I try to get feedback from students, frequently, about are  
2 you following this, do we need to go over this? I don't  
3 imply anything, I never -- I try very hard not to imply  
4 that there's anything wrong with them if they don't  
5 understand.

6 I demonstrate that there are no stupid  
7 questions. There are stupid answers sometimes but --

8 (Laughter.)

9 MR. MONTELLO: -- you know, and I really do try  
10 to make people feel unafraid to ask questions, to ask for  
11 further information. Again, I think that's what being a  
12 teacher is really all about.

13 Sometimes I might take some more dramatic  
14 measures, have some additional outside class activities,  
15 further section meetings, study sessions. I definitely  
16 urge people to come to my office hours. I try to make  
17 myself very available. Some people need extra time and I  
18 try to make sure they get it. It's the University of  
19 California, and it's big, and you all know that I'm not  
20 paid just to be a teacher at the university. So, it would  
21 be career suicide for me to spend all of my time, you  
22 know, doing that.

23 But I put a lot of effort into it and I think  
24 you would find that my students, I have a reputation for  
25 being one of the more available faculty members, and

1 interacting well with students, and helping people of  
2 different ability levels.

3           And let's just also remember, to close on this  
4 one, there's also people at the other end of the spectrum,  
5 they already know this stuff, or they're really sharp I a  
6 certain way of thinking or something, I don't want to  
7 forget them, either. We have to make sure that you try to  
8 address -- it's a real challenge, as you know, but I want  
9 to try to address all the different groups, the different  
10 levels of understanding and try to do what I can within  
11 sort of the limits that I've already described.

12           PANEL MEMBER SPANO: Knowing that you're so  
13 dedicated as a professor and trying to reach your  
14 students, and make yourself accessible, would you do that  
15 in the redistricting effort --

16           MR. MONTELLO: Oh, absolutely.

17           PANEL MEMBER SPANO: -- when you go out to  
18 communities?

19           MR. MONTELLO: Absolutely. I see that as  
20 something I can really contribute here and I think it  
21 would be really useful, and I would hope I wouldn't be the  
22 only Commissioner that would be doing that.

23           PANEL MEMBER SPANO: Thank you. You mentioned  
24 you're recognized as an expert.

25           MR. MONTELLO: Did I say that?

1 PANEL MEMBER SPANO: An expert in GIS?

2 MR. MONTELLO: I don't think I quite said that,  
3 for those watching at home.

4 PANEL MEMBER SPANO: Okay.

5 MR. MONTELLO: What I think I said there is I'm  
6 an expert in the --

7 PANEL MEMBER SPANO: How people perceive --

8 MR. MONTELLO: Yes, how people perceive, right.

9 PANEL MEMBER SPANO: -- information in GIS.

10 MR. MONTELLO: Right.

11 PANEL MEMBER SPANO: Can you tell me --

12 MR. MONTELLO: You do see the distinction,  
13 right?

14 PANEL MEMBER SPANO: One's a doer, one's the  
15 perception in how people understand that.

16 In what capacity have you been used and who has  
17 hired you and utilized you as an expert?

18 MR. MONTELLO: Okay. Well, my use of the term  
19 "expert" I don't -- I'm not sure how you're interpreting  
20 that. As a professor, I'm an expert in the sense that I  
21 conduct research on it --

22 PANEL MEMBER SPANO: In your subject matter?

23 MR. MONTELLO: Yes.

24 PANEL MEMBER SPANO: Okay.

25 MR. MONTELLO: Yes, that's what I mean.



1 PANEL MEMBER SPANO: Oh, okay.

2 MR. MONTELLO: Not that I've never done any kind  
3 of consulting work, I actually have. Although once I came  
4 to the UC, I'm trying to think this through -- one time, I  
5 was actually a post-doc then, in Minnesota I testified at  
6 a court case, a man who was accused of shooting somebody  
7 in the woods and there was questions about perception and  
8 whether he saw -- he claimed he saw a deer in the woods.  
9 And I gave some testimony about perception at a distance  
10 and what people can reasonably be expected to see under  
11 certain lighting conditions.

12 PANEL MEMBER SPANO: Uh-hum.

13 MR. MONTELLO: I once did some consultant work  
14 for a large window company, that was concerned about the  
15 design of warning stickers. So, here's an example of  
16 graphic communication. They were concerned about the  
17 design of warning stickers because they didn't want  
18 children being attracted by the warning stickers that say  
19 "caution: children may fall out of open windows."

20 And, ironically enough, that could potentially  
21 attract children, who would then play with it and fall out  
22 the window, so we did some work to try to address the  
23 effects of different colors, and so on, and how attractive  
24 the warning labels would be.

25 I started a project, a consultation project,

1 some researchers, engineers in Texas, that were doing some  
2 work for the U.S. military, and they were designing a  
3 system that involved GIS, that field commanders would use  
4 to display maps and other kinds of GIS analysis to make  
5 decisions in the field. It was basically a portable  
6 field-based GIS.

7 And I started work on consulting with them  
8 concerning issues about the human factors of the design of  
9 geographic information systems.

10 The reason I say I started is because there were  
11 some health problems in my family, my parents, and I had  
12 to quit that job because of some things that I had to do  
13 with my time. But there's some examples.

14 PANEL MEMBER SPANO: Nothing with redistricting  
15 or anything like that?

16 MR. MONTELLO: No.

17 PANEL MEMBER SPANO: You mentioned earlier  
18 about -- in earlier discussions about a diverse  
19 Commission, would it be hard to reach consensus, right?

20 MR. MONTELLO: Uh-hum.

21 PANEL MEMBER SPANO: And you said yes, of  
22 course, and maybe not, and --

23 MR. MONTELLO: Well, I wanted to kind of give  
24 you the two sides, I think I see, to that.

25 PANEL MEMBER SPANO: Sure. You said that you're

1 going to achieve to be apolitical in making your decision  
2 making as a Commissioner, right, and making decisions and  
3 drawing lines, but it's not possible, right, the outcome?

4 MR. MONTELLO: Well, now, okay, which -- I did  
5 say something like that. Could you repeat that again?

6 PANEL MEMBER SPANO: Yeah, can you clarify that?

7 MR. MONTELLO: Yeah, I'm sorry, could you repeat  
8 exactly so I make sure to respond to what you're --

9 PANEL MEMBER SPANO: I believe you said that you  
10 would be apolitical as you would make decisions in drawing  
11 the lines, right, because that's what the Commission is  
12 tasked not to -- not to include partisanship in any of  
13 their decision making.

14 MR. MONTELLO: Uh-hum. Uh-hum.

15 PANEL MEMBER SPANO: However, I thought I heard  
16 you say that the outcome, it wouldn't be possible for the  
17 boundaries to be perceived as apolitical?

18 MR. MONTELLO: No, I didn't say perceived,  
19 although I believe that -- I don't know about that. What  
20 I said was the process of constructing the boundaries  
21 could be an apolitical process, especially if you just had  
22 computers doing it, with algorithms that didn't take  
23 political issues or partisan issues into account.

24 PANEL MEMBER SPANO: Uh-hum.

25 MR. MONTELLO: And, by the way, I wouldn't

1 recommend that as the best way to make districts. I think  
2 I kind of made a little speech about that before.

3 PANEL MEMBER SPANO: Right.

4 MR. MONTELLO: What I did say, however, is  
5 however you -- whatever the process of creating the  
6 districts is, and however politically neutral it is, the  
7 outcome cannot be considered purely apolitical.

8 And I don't mean simply in people's perceptions,  
9 I mean in reality, I mean in fact. Whatever district plan  
10 we come up with, if you think that it is possible to come  
11 up with a set of districts that is completely -- let's  
12 just talk, you know, the two major political parties,  
13 which is where the great bulk of the power is here, if you  
14 think there's any way to make any district plan, even if a  
15 computer does it, you know, completely, that has no  
16 implications for the relative power of the two parties, I  
17 don't think that's possible. No, and I'm not alone in  
18 thinking that.

19 Other people, dispassionate analysis and  
20 academic research on this suggests the implications of  
21 district plans are always political. When you talk about  
22 political meaning distribution of resources and things  
23 like that, you know, the role of government, you know,  
24 taxation and rules, and personal freedoms, and group  
25 freedoms, and so on and so forth.

1           I don't think there's any way you could ever  
2 come up with a set of districts which would be apolitical  
3 in the sense that the process could have been apolitical,  
4 he outcome won't be.

5           PANEL MEMBER SPANO: Okay.

6           MR. MONTELLO: It makes it darned interesting.

7           PANEL MEMBER SPANO: Yes. Yes.

8           Did you say I have five minutes?

9           MS. HAMEL: Three.

10          PANEL MEMBER SPANO: Three, okay.

11          Describe your experience handling peer conflicts  
12 at work? I imagine there are a lot among professors.

13          MR. MONTELLO: Yeah, it happens every now and  
14 then. Our department gets along pretty well.

15          PANEL MEMBER SPANO: Oh, okay. Have you worked  
16 a long time together with the same colleagues?

17          MR. MONTELLO: Yeah.

18          PANEL MEMBER SPANO: Pretty much.

19          MR. MONTELLO: Yeah, pretty friendly with almost  
20 all of them. You know, sometimes I think, you know,  
21 people have different backgrounds and different  
22 personalities and so on. Professionally, I get along  
23 absolutely with all of them, in the sense that, you know,  
24 you have to work with people, you know, you're civil, you  
25 maintain communication.

1           I can give you several examples. Now, I'm at a  
2 stage in my career where I often play a mentoring role  
3 with younger faculty, and there are conflict situations  
4 that occur there and, you know, I really find myself  
5 playing a role, sometimes, in getting both sides and  
6 trying, again, to help people see the other position, and  
7 evaluating claims about this, and this, and that, and so  
8 on. And so, that's something that I do quite a bit.

9           PANEL MEMBER SPANO: Are you a good mediator?

10          MR. MONTELLO: I'm kind of a -- I'm kind of a  
11 people person.

12          PANEL MEMBER SPANO: Okay, thank you.

13          MR. MONTELLO: You're welcome.

14          PANEL MEMBER SPANO: Okay.

15          MS. RAMIREZ-RIDGEWAY: Panelists, are there  
16 follow-up questions?

17          VICE CHAIR CAMACHO: No.

18          CHAIR AHMADI: No, I don't have any at this  
19 point.

20          MS. RAMIREZ-RIDGEWAY: Is it Dr. Montello or Mr.  
21 Montello?

22          MR. MONTELLO: If you wish. But I think once we  
23 get to the Commission, we'll not be using doctor. Mister  
24 will be fine even then. I think that would be better.

25          MS. RAMIREZ-RIDGEWAY: Okay. I have so many

1 things I want to ask you.

2           You have, by what I can see from your  
3 application, all of your course study, doctoral and post-  
4 doc is in psychology?

5           MR. MONTELLO: Yes. Well, the post-doc was in  
6 child development.

7           MS. RAMIREZ-RIDGEWAY: Correct. So, how did you  
8 end up a professor of geography?

9           MR. MONTELLO: Funny you should ask. Basically,  
10 I -- when I went to graduate school and, yes, I have a  
11 bachelor's degree in psychology and then I went to  
12 graduate school in an area called environmental  
13 psychology, and that has to do with sort of applying  
14 psychology to the real environments where people live,  
15 work and play. And it turns out it's sort of a -- if this  
16 is all of psychology, it's a peripheral area here in the  
17 corner.

18           Meanwhile, and this sort of developed in the  
19 sixties. And meanwhile there's this field of geography,  
20 which is this big and diverse thing, and there was a  
21 specialization within geography called behavioral  
22 geography, which has to do with sort of taking human  
23 psychology seriously when trying to explain spatial  
24 behavior, and interaction, and things like that. And so,  
25 there was a little, peripheral area in the corner of

1 geography that was the combination of psychology and  
2 geography, and it so turned out that all I had to do was  
3 jump the fence and there I was.

4 And I was open to that, I've always been  
5 interested in multi-disciplinary and inter-disciplinary  
6 work, and basically the interaction of people's mind and  
7 culture with the environment and the surrounds.

8 And I got a unique opportunity because we have  
9 an unusual specialization at UC Santa Barbara in this  
10 particular area of geography. One of the main founders  
11 was a long-time professor there. And so, that's how I was  
12 able to just jump over that fence.

13 I mean, I was willing to do I, too. So, I had  
14 to learn a whole bunch of new stuff, believe me, when I  
15 got up there to teach introductory human geography, and I  
16 had never had a geography class before and I was --

17 MS. RAMIREZ-RIDGEWAY: So, can -- I'm sorry to  
18 interrupt you, but I have such little time.

19 MR. MONTELLO: Of course.

20 MS. RAMIREZ-RIDGEWAY: Can you tell me what you  
21 did before you went to UCSB, because I see that you're  
22 new, fairly new to California. What was your prior work?

23 MR. MONTELLO: I've been here since 1992.

24 MS. RAMIREZ-RIDGEWAY: Uh-hum.

25 MR. MONTELLO: That's probably longer than the



1 median resident. I don't know, maybe not. Maybe not.

2 My wife still considers me a newcomer.

3 I was -- I went to undergraduate in Baltimore,  
4 in Johns Hopkins University, in 1977. I went to graduate  
5 school in Tempe, Arizona, at Arizona State, that was in  
6 1982. In 1988 I went to Minnesota and did a post doc at  
7 the Institute of Child Development.

8 I was visiting assistant professor for one year  
9 at North Dakota State, in Fargo, in '91-'92.

10 And then, somehow, ended up in Santa Barbara of  
11 all places, somebody's got to live there.

12 MS. RAMIREZ-RIDGEWAY: You have a letter of  
13 recommendation from the Chancellor of your institution,  
14 from a member of the California Coastal Commission, and  
15 also from current Assembly Member Nava.

16 MR. MONTELLO: Uh-hum.

17 MS. RAMIREZ-RIDGEWAY: And I'm wondering, what  
18 are your personal relationships with those individuals?

19 MR. MONTELLO: Good question. Of course, I now  
20 the Chancellor, Henry Yang, pretty well, don't socialize  
21 with him. Oh, I've been to dinner at his house with a  
22 bunch of other people one time. So, we interact  
23 occasionally. You know, I don't know him really well, but  
24 we've interacted, university administrative business a  
25 couple times. And I've done some work for some outreach

1 committees of his, and I've traveled a couple of times to  
2 the Chancellor's regional receptions, and he goes on  
3 those, and so I've talked to him on several occasions.

4 Dr. Dan Secord is on the Coastal Commission. I  
5 met him at a place where I do volunteer work. I record  
6 textbooks for the blind and dyslexic, it's an organization  
7 called RFB&D, Reading for the Blind and Dyslexic.

8 I've been doing that for about four years. Dr.  
9 Secord, a couple of years ago, became a board member of  
10 that organization and he also came in to learn how to do  
11 the reading. I was his first instructor, to teach him how  
12 to do it, and so I got to talk to him.

13 I've not been to any political events with him  
14 or anything like that. It might be worth mentioning that  
15 he's a Republican.

16 But I've talked to him quite a bit. I actually  
17 talked to him a little bit about redistricting. He  
18 recently ran for the county board of supervisors, and he  
19 didn't win, but he was considering some issues about  
20 redistricting.

21 And, finally, Pedro Nava, I don't know him very  
22 well at all. I did meet him once. A student of mine, it  
23 was a graduate student of mine, works in his office and I  
24 worked with them on one project. Basically, I just did a  
25 little bit. You know, I didn't write reports or anything

1 for them. But this student, Ben Turner, wanted to know  
2 something about the design of survey instruments. And  
3 because Mr. Nava had to issue some statements about the  
4 results of some survey information, and I just talked to  
5 Ben a little bit about the different implications of  
6 wording questions and things like that. It was not a  
7 partisan activity, you know, it was just talking about  
8 research methods, and that's about it.

9 MS. RAMIREZ-RIDGEWAY: So, I'm curious, given  
10 that it doesn't sound like you have extensive personal  
11 knowledge, or personal relationships with any of these  
12 individuals, why you sought letters or recommendation from  
13 them as opposed to people who might know you a little  
14 better.

15 MR. MONTELLO: Oh, because I think that the most  
16 important thing that we have to do here is a fairly  
17 technical thing, that we have to come up with districts,  
18 they have big implications for elections in California for  
19 some time to come. Yes, I do think that the people skills  
20 are important, but I really do think that Commission  
21 members, at least a good number of them, if not all of  
22 them, they really need to know a lot of -- they need to  
23 have a lot of knowledge and analytic skills, and so on,  
24 and I just thought that those particular letter writers  
25 would, one, would represent people who achieved quite a

1 bit, and partially in the political realm, but also  
2 otherwise.

3 And, two, I thought it was important to make a  
4 statement very strongly about something that's true about  
5 me and what I bring to the Commission, which is  
6 moderation. I am a moderate. I am not a partisan.

7 MS. RAMIREZ-RIDGEWAY: So --

8 MR. MONTELLO: So, that's why I thought it was a  
9 good idea to get people from somewhat across the political  
10 spectrum, as well as someone like the Chancellor who is  
11 clearly -- well, I've never heard him say anything very  
12 partisan.

13 MS. RAMIREZ-RIDGEWAY: If you were seated on the  
14 Commission and Mr. Nava called you to speak about  
15 Commission work, you wouldn't engage in that or what  
16 would --

17 MR. MONTELLO: Well, I don't believe Mr. Nava  
18 will be in office, he's termed off.

19 MS. RAMIREZ-RIDGEWAY: How about any other  
20 members of the Legislature who may be serving?

21 MR. MONTELLO: You know, I would need to find  
22 out the nature of what they're asking me, and then I would  
23 have to find out what our ethical guidelines are. I'm  
24 certainly not interested in contributing to partisan  
25 extremism and all that.

1           If you're talking about would I go give an  
2 informational talk at the Legislators, sure. But I'd need  
3 to know the exact nature of, you know, what they were  
4 asking for.

5           MS. RAMIREZ-RIDGEWAY: As you are likely aware,  
6 the Bureau of State Audits did a little research into your  
7 life's involvement with Californians for Population  
8 Stabilization.

9           MR. MONTELLO: No, I didn't know that.

10          MS. RAMIREZ-RIDGEWAY: Okay. Is that -- does  
11 your wife work for them or is she just a volunteer?

12          MR. MONTELLO: No, she works. She's a  
13 membership coordinator. She writes letters, and she takes  
14 phone calls, and she handles some databases, and it's a  
15 nonprofit organization. And, frankly, I don't know that  
16 much about exactly what they do, but she told me that they  
17 are educational and they send out informational stuff and,  
18 you know, it's my wife, you know, also. I should just  
19 make that very clear, that it's not me.

20          MS. RAMIREZ-RIDGEWAY: I understand. But based  
21 upon the research that was provided to me, Californians  
22 for Population Stabilization has a fairly strong stance  
23 about the demand that immigrants to California --

24          MR. MONTELLO: Illegal immigration, I think, is  
25 more their concern. But they're also concerned about

1 reproduction, contraception, and so on. So, population in  
2 general, in California, yeah.

3 MS. RAMIREZ-RIDGEWAY: And so, my question to  
4 you, sir, is do you share the views of your wife's  
5 employer with regard to immigration, whether legal or not,  
6 I prefer undocumented?

7 MR. MONTELLO: You mean, do I agree with all of  
8 their views? Absolutely not.

9 MS. RAMIREZ-RIDGEWAY: And do you have --

10 MR. MONTELLO: Do I agree with any of their  
11 views, absolutely.

12 MR. MONTELLO: Oh, really, that's what you want  
13 to know. Okay, I think that immigration should be legal.  
14 I think that California has too many people and  
15 immigration is certainly not the only reason for that.

16 I believe that California has a lot of different  
17 problems and there's a lot of different reasons for those  
18 problems. Some of them have to do with population and the  
19 process by which population comes here, leaves here, and  
20 so on and so forth.

21 You know, I certainly recognize the contribution  
22 of a diverse group of people in California. I realize the  
23 United States is a nation of immigrants. I do think that  
24 the situation with Mexico is really problematic for the  
25 United States and it's not just the matter of immigrants.

1           I also, to tell you the truth, I believe that a  
2 lot of jobs in the United States have been shipped to  
3 places where people accept lower wages, but certain things  
4 can't be shipped out of the country and out of the State,  
5 and so as an alternative people have been brought into the  
6 country or, more properly, allowed to come into the  
7 country, either through documented or undocumented  
8 channels, and it's effectively a system that does probably  
9 help with suppressing wages and some things like that.  
10 And I'm not sure that's good for people that are already  
11 here, whatever their ethnic background might be, you know.

12           MS. RAMIREZ-RIDGEWAY: I guess my concern is I'm  
13 sure you know, having worked with census data, that -- and  
14 I think you've alluded to it, that all people, whether  
15 they're here with the appropriate documentation or not,  
16 are counted as part of the census and they're represented  
17 by their elected officials, even if they don't vote.

18           MR. MONTELLO: Well, no, I don't know that  
19 they're all represented by their elected officials.

20           MS. RAMIREZ-RIDGEWAY: Well, they're supposed to  
21 be.

22           MR. MONTELLO: Okay.

23           MS. RAMIREZ-RIDGEWAY: And so, I wonder, are you  
24 at all concerned that your wife's involvement with that  
25 organization could hinder or hamper your ability to

1 really --

2 MR. MONTELLO: Absolutely not. I'm certain  
3 that's not the case. My wife and I are two different  
4 people. All of our friends could tell you, there's a lot  
5 of things my wife and I don't agree on. Maybe that's true  
6 for all married couples, I don't know.

7 But one thing I'm very certain about is she does  
8 her thing, I do my thing and, you know, yes, we do talk  
9 about things but, no, we do not tell each other what to  
10 do, we do not put limits like that on each other. No, we  
11 don't expect either one of us in our jobs or our careers  
12 to, you know, worry about the other.

13 She doesn't do what she does because of my  
14 wishes and vice-versa. So, I'm quite certain that will  
15 have no effect whatsoever on my conduct on the Commission.

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18 about things but, no, we do not tell each other what to  
19 do, we do not put limits like that on each other. No, we  
20 don't expect either one of us in our jobs or our careers  
21 to, you know, worry about the other.

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23 wishes and vice-versa. So, I'm quite certain that will  
24 have no effect whatsoever on my conduct on the Commission.

25 MS. RAMIREZ-RIDGEWAY: Okay. You've talked a



1 lot about the value that each Commissioner brings to the  
2 table.

3 MR. MONTELLO: Uh-hum.

4 MS. RAMIREZ-RIDGEWAY: What assistance will you  
5 be getting from your fellow Commissioners?

6 MR. MONTELLO: Oh, yes. Well, first of all, I  
7 know quite a bit about California but there are people who  
8 know more, and there are people from different parts of  
9 the State, you know, who are from those parts of the  
10 State, so I'm going to learn a lot about areas all of the  
11 State.

12 I'm not a political scientist and I'm not a  
13 lawyer, just to name two professions which I think have  
14 valuable input on this process.

15 And I think that, again, since this is a human  
16 process and it should be a human process, you know, I  
17 think, I know I learn human things from other people, you  
18 know, different ways of making connections, different  
19 appreciations for different ways of viewing the world.

20 You know, cultural diversity is an important  
21 thing to me and in part because it is intellectual  
22 diversity. you know, I'm mature enough to realize that I  
23 have certain views about things and some of them I end up  
24 changing my mind about them. And, you know, I have to be  
25 open and I think -- I really think everybody on the planet

1 earth probably has something of value to show me, to tell  
2 me, to teach me.

3 Again, I really -- I don't want to give you the  
4 wrong idea, I'm no somebody who thinks that, you know, me  
5 or any particular profession has a unique grasp on value  
6 on this planet earth.

7 So, I'm looking forward to learning a lot of  
8 things about California and about the residents, and the  
9 people who live here in California, as well as maybe a  
10 little bit more about the politics.

11 MS. RAMIREZ-RIDGEWAY: I don't have any further  
12 questions.

13 Panelists, do you?

14 CHAIR AHMADI: I don't have any.

15 PANEL MEMBER SPANO: No.

16 VICE CHAIR CAMACHO: No.

17 MS. RAMIREZ-RIDGEWAY: We have about three  
18 minutes remaining if you care to make a closing statement.

19 MR. MONTELLO: Well, I think this is really an  
20 important step. You know, in my researches I found out  
21 that the United States is unusual in the degree to which  
22 they allow districting to be done by partisan  
23 legislatures, that's actually fairly uncommon in the  
24 world. The United States is one of the most -- that's one  
25 of the strongest areas in the world for doing districting

1 in that manner.

2 I think the evidence suggests that that's not  
3 the best for democracy. Logically, I wouldn't expect it  
4 to be. That's not the job of political parties to be fair  
5 to all involved, that's not what they're about.

6 I think that's bad for democracy, I think it's  
7 bad for the State.

8 You know, we have some seriously problems in  
9 this State, I'm thinking especially of economic problems  
10 that we have, and there's a variety of reasons for that.

11 Districting is absolutely not the only reason,  
12 but districting is part of the problem. And I do think  
13 that fairer districting, to produce more competitive  
14 districts, is going to help California. It's one of what  
15 I would say a handful of major changes that this State  
16 could make, now apparently is making, that's going to help  
17 us. And, you know, we could all use some help.

18 So, I'd also just like to say, again, I really  
19 appreciate what you're doing. I've often thought about  
20 the interviews that you've conducted hour after hour, I've  
21 watched you all before, and I thought, man, those are some  
22 patient people.

23 So, you know, I just really commend you for  
24 that. And thank you again for inviting me today, it's  
25 been really a nice talk.

1 PANEL MEMBER SPANO: Thank you.

2 CHAIR AHMADI: Thank you.

3 VICE CHAIR CAMACHO: Thank you.

4 MS. RAMIREZ-RIDGEWAY: Thank you so much for  
5 coming to see us, Dr. Montello.

6 MR. MONTELLO: Sure, thank you.

7 MS. RAMIREZ-RIDGEWAY: Let's recess until 4:29.

8 (Off the record at 4:13 p.m.)

9 (Back on the record at 4:29 p.m.)

10 MS. RAMIREZ-RIDGEWAY: It is now 4:29, and a  
11 quorum being present, we should go ahead and get started  
12 with our next and final Applicant of the day, Maria  
13 Stewart. Welcome.

14 MS. STEWART: Thank you.

15 MS. RAMIREZ-RIDGEWAY: Are you ready to begin?

16 MS. STEWART: Yes, I am. Thank you.

17 MS. RAMIREZ-RIDGEWAY: Please start the clock.

18 What specific skills do you believe a good  
19 Commissioner should possess? Of those skills, which do  
20 you possess, which do you not possess and how will you  
21 compensate for it?

22 Is there anything in your life that would  
23 prohibit or impair your ability to perform all of the  
24 duties of a Commissioner?

25 MS. STEWART: I'll start by saying that I feel

1 that a good Commissioner should stay focused on the charge  
2 to the Commission and not be swayed by rhetoric or by  
3 heated emotion.

4 I think that impartiality and neutrality are  
5 very important. The client, the Commission's client is  
6 going to be the State of California, the residents of the  
7 State of California.

8 So, good strong ethics, good common sense,  
9 leadership qualities.

10 I think a good Commissioner should have a good  
11 technical knowledge of the State's redistricting process,  
12 of the demographics of how the boundaries are drawn and  
13 why they were drawn ten years ago that way.

14 A little -- a good understanding of the shifts  
15 of the population across the State, neighborhoods,  
16 communities, cities, counties.

17 I believe that tactfulness and diplomacy are  
18 very natural traits of my personality. I use them every  
19 day at work, working with elected officials and, even more  
20 so, during elections.

21 I am analytical by nature and I can come up with  
22 good resolutions for problems.

23 I'm getting a little nervous here.

24 I've lived in Southern California most of my  
25 life, it's a very diverse community. That's pretty much

1 what I know, living with people, all kinds of people.

2 I have administered in stand-alone elections and  
3 staffed a local redistricting commission in Pasadena, so  
4 I'm aware of how important demographics are, how important  
5 respecting boundaries are, both physical and otherwise,  
6 and trying to maintain voting groups and minority groups  
7 together, so they have a good strong vote.

8 As secretary to councils I've developed good  
9 listening skills and good questioning skills, so I know  
10 how to ask questions and clarify issues without being  
11 confrontational.

12 I've also learned how a good meeting can be run  
13 so as to get the most of everyone's participation.

14 What I lack, I think, is the good technical  
15 knowledge of what the current State boundaries are and why  
16 they're drawn that way, of the current demographics of  
17 perhaps past and current trends and shifts in the  
18 population across the State, again in the cities, in the  
19 communities, in the neighborhoods.

20 But I'm a quick study. I am not shy of asking  
21 questions and I am willing to spend my own time catching  
22 up, getting up to speed on any subject matter.

23 MS. RAMIREZ-RIDGEWAY: Describe a circumstance  
24 from your personal experience where you had to work with  
25 others to resolve a conflict or difference of opinion?

1 Please describe the issue and explain your role in  
2 addressing and resolving the conflict?

3 If you are selected to serve on the Citizens  
4 Redistricting Commission, tell us how you would resolve  
5 conflicts that may arise among the Commissioners?

6 MS. STEWART: A little background, the city  
7 clerk's department is in charge of maintaining copies of  
8 all the legislative files of the city council, and that  
9 includes copies of all the contracts that the council has  
10 awarded.

11 My staff was having trouble getting a copy of a  
12 \$1 million contract for services from a department and I  
13 had to step in.

14 When I spoke to the project manager, he actually  
15 disclosed that the contract, which had been approved a  
16 couple of years ago and the services had been rendered had  
17 never been written, and he couldn't explain why.

18 In my research, I also found that that contract,  
19 that had never been written, was also amended three times,  
20 where the contract was actually a \$5 million, not a \$1  
21 million contract, and the amendments had not been written,  
22 either, and no one could explain why.

23 I went to the department head and he was not  
24 cooperative. I went to the city manager and she agreed  
25 that that was a bad precedent, but didn't offer any

1 assistance on how to resolve it.

2 Then I went to the city attorney and I sort of  
3 had the same reply, it was a bad precedent, but there was  
4 no forthcoming on resolution.

5 I could have documented by file then with due  
6 diligence, saying, yeah, I've tried everybody and nobody's  
7 helping me, but I felt that my responsibility was to the  
8 city council and to the residents of the city so I asked  
9 the advice of a council member that I trusted and asked  
10 him what he would do.

11 He reviewed my documentation that I had and he  
12 felt that, indeed, that we should follow up, that it was  
13 not a good idea to have that kind of a situation.

14 So, he -- I was not privy to the conversations  
15 amongst them, but I know that he spoke to the city  
16 attorney, who then in turn spoke to the city manager.

17 A couple of weeks later I was invited -- by now  
18 we had a new city manager, he'd only been there a couple  
19 of months. I was invited to a meeting with all the  
20 principles, and they included the assistant city attorney,  
21 the finance director, the department head, myself, and a  
22 couple of staff members.

23 It was a very tense -- as you can imagine, a  
24 very tense and nervous meeting.

25 Whenever I could throughout the meeting I tried



1 to state very firmly that my intention was not to blame  
2 anyone, or point fingers, or accuse anyone of anything, I  
3 just wanted to have my files like I should have them, both  
4 for the council and for members of the public who have the  
5 right to come and view our records, they're public  
6 records, to see how our funds are being spent.

7           So, the assistant city attorney acknowledged  
8 responsibility for not making sure that the contracts and  
9 the amendments were written and he took on the task of  
10 writing a memorandum to my files, explaining the absence  
11 of the contract.

12           The finance director took the responsibility for  
13 paying bills without a contract, without having a scope of  
14 work, or without having any parameters for paying those  
15 bills.

16           The department head didn't take any blame.

17           (Laughter.)

18           MS. STEWART: He looked at the assistant city  
19 attorney and the finance director, and the city manager  
20 then imposed certain policies -- or implemented certain  
21 policies that would not allow for that to happen again.

22           He was new and he actually appreciated the  
23 opportunity that was put to him to get his administration  
24 going in the right direction and we developed a good  
25 relationship. I think he trusted me and he appreciated

1     what I did. And that was how we resolved that conflict.

2                     The second part to that is --

3                     MS. RAMIREZ-RIDGEWAY: If you are selected to  
4     serve on the Commission, how would you resolve conflicts  
5     that may arise among the Commissioners?

6                     MS. STEWART: When I bring up issues, mistakes,  
7     errors, I try to bring them up in a friendly manner, with  
8     ideas and suggestions of how to resolve them and I offer  
9     my assistance and I tell people, you know, it benefits all  
10    of us. When we work together it benefits all of us to  
11    resolve this, it's not just your mistake or their mistake.

12                    I listen and observe, I think I'm a good judge  
13    of character. I also listen a lot to what isn't being  
14    said. A lot of people don't want to change their minds or  
15    admit that they're wrong because they're afraid of losing  
16    face. So, I think I take all this and when it's my turn,  
17    I ask questions in a neutral manner, or I bring up ideas  
18    or suggestions that might bring up the conflict that's not  
19    stated, without assigning it to anyone.

20                    And I try to do whatever we need to bring a  
21    discussion to the table without focusing on anybody in  
22    particular. I do try to follow the golden rule, I like to  
23    be treated with respect and in a professional manner, and  
24    that's the way I try to treat people.

25                    MS. RAMIREZ-RIDGEWAY: How will the Commission's

1 work impact the State? Which of these impacts will  
2 improve the State the most? Is there any potential for  
3 the Commission's work to harm the State and, if so, in  
4 what ways?

5 MS. STEWART: Well, I believe that the  
6 expectation is that the makeup of the Commission will  
7 reflect the diversity of the State and that the maps that  
8 the Commission draws will reflect, also, the diversity of  
9 the State. And in doing so, they will be protective and  
10 enhance the voting power of certain voting blocks or  
11 minorities, that they will not be, as the Legislators  
12 might, be favoring either incumbents, or a party, or a  
13 candidate, but that they will respect the boundaries.

14 This might result in newcomers having a better  
15 chance of unseating incumbents and maybe there will be  
16 more turnover in the Legislature.

17 In some of the research that I did, I think  
18 maybe it's expected that this will result in the same  
19 increase in competitiveness that existed when in the  
20 seventies and the nineties, when the courts appointed the  
21 master -- the special masters panel to redistrict and  
22 competitiveness rose to a little bit over ten percent, as  
23 I understand. Whereas now, the competitiveness is much  
24 lower since the Legislators drew the boundaries.

25 How might it harm the State? Well, it's still

1 subject, the maps would still be subject to referendum and  
2 judicial review, so that hasn't changed.

3 Also, in my research I read that maybe because  
4 the Commissioners -- that there might be allegations that  
5 because the Commissioners are not experienced in  
6 redistricting, then the maps are flawed and that there  
7 might be some credence put to those allegations.

8 It's, of course, possible that the Commission  
9 may not represent as much as -- as much as has been  
10 expected, and efforts have been put forth, that the  
11 Commission may not completely represent the diversity of  
12 the State, and if it does not, then perhaps the maps may  
13 not also reflect the diversity and not enhance the power  
14 of the -- the power of the vote of certain groups, or  
15 communities, or minority groups.

16 I think that if -- that if there was a challenge  
17 to the work of the Commission, either by referendum or by  
18 judicial review, that it would have a huge -- it would be  
19 a huge blow to Proposition 11, and to the voters that  
20 voted it in, and it would reinforce the opinion of a lot  
21 of people that elections are being run by politicians and  
22 not by the people.

23 Did I finish? Yes, I did.

24 MS. RAMIREZ-RIDGEWAY: Okay. Describe a  
25 situation where you've had to work as part of a group to

1 achieve a common goal? Tell us about the goal and  
2 describe your role within the group and tell us how the  
3 group worked or did not work collaboratively to achieve  
4 this goal?

5           If you are selected to serve on the Citizens  
6 Redistricting Commission, tell us what you would do to  
7 foster collaboration among the Commissioners and insure  
8 the Commission meets its legal deadlines?

9           MS. STEWART: About two years ago, when the  
10 economy was really tanking, the city manager called a  
11 meeting of all the department heads, with the intent of  
12 coming up with a list of priority projects for the city  
13 and budget cuts that would minimize the impacts on the  
14 city.

15           His direction to the department heads, including  
16 myself and the city attorney, were that we should not be  
17 protective of our turf, but look at the big picture and  
18 try to come up with something like that. And we  
19 brainstormed, and we went around the room and he asked us  
20 to throw out our opinions and justify them, and we started  
21 to come up with a list.

22           Initially, about half the departments couldn't  
23 help themselves and were protecting their departments.  
24 But after a couple of more rounds, a list began to emerge.  
25 And when we got done, I think it took a little bit over

1 three-quarters of a day, we came up with a very good list  
2 of projects and priorities, the top of which was approving  
3 the land use comprehensive element that the city had been  
4 working on for the last five years, and which was going to  
5 set the direction of the city for the next 20 years or so.

6 We also came up with a really good list of cuts  
7 that would have the minimum impact on services for the  
8 residents. I felt that was a really collaborative  
9 meeting.

10 How would I -- how do I work on collaboration?  
11 Well, there's several ways. It depends on the group, it  
12 depends on the personalities within the group. One of  
13 them is brainstorming, like the example I just spoke  
14 about.

15 Another one is to break a larger group into  
16 smaller groups. People feel -- some people feel more  
17 comfortable speaking in a smaller group and sharing their  
18 experience, and their thoughts, and allowing someone else  
19 to carry -- another speaker to carry that to the bigger  
20 group.

21 Asking questions, especially of those  
22 individuals that are kind of quiet, I'm sort of like that.  
23 You can -- usually, their little wheels are turning and  
24 they have a lot to offer, you just need to bring them out  
25 and ask good questions to bring out their experience and

1 their knowledge, so that you can have a good, wholesome  
2 discussion with everybody's input.

3 On a personal level, I try to use tact and  
4 diplomacy. I ask neutral, but related, questions to bring  
5 comments in from as many as possible.

6 I make a big effort to not criticize anyone's  
7 comments, to not alienate or embarrass anybody, but  
8 consider everybody's comments equally.

9 If I'm wrong, I admit that I made an error or  
10 that I have a misconception, or that maybe I don't have  
11 enough information on the subject matter, with the attempt  
12 to show that it's not about me, it's not about what I  
13 want, it's not about what any individual wants, it's about  
14 what we're trying to achieve as a whole.

15 Through the last 20 years I watched mayors run  
16 meetings in different ways and I've participated in  
17 helping them resolve issues, when we've had issues to  
18 resolve as a working group.

19 I watched them how they run their meetings, and  
20 I know when a meeting has become stagnant, and when  
21 discussion needs to turn into action. Someone needs to  
22 step in and say, okay, well, let's keep going.

23 I think I would be a positive element in that,  
24 to have a productive and constructive meeting and, you  
25 know, step in and help get the meeting going in the right

1 direction.

2 MS. HAMEL: Five minutes.

3 MS. STEWART: Much of my work is subject to  
4 deadlines. I work with the State Code, the Municipal  
5 Code, the Elections Code, the Brown Act, the Maddy Act,  
6 and so I'm comfortable in reminding people about deadlines  
7 and why we have to meet them. And there are legal  
8 deadlines and there are -- and we have to serve the public  
9 in meeting those legal deadlines.

10 I'm comfortable in reminding them and making  
11 sure that we're respectful and we make the most of all of  
12 our time.

13 MS. RAMIREZ-RIDGEWAY: A considerable amount of  
14 the Commission's work will involve meeting with people  
15 from all over California, who come from very different  
16 backgrounds and very different perspectives. If you are  
17 selected to serve on the Commission, tell us about the  
18 specific skills you possess that will make you effective  
19 at interacting with the public?

20 And you've got about four minutes.

21 MS. STEWART: I came to the United States when I  
22 was ten years old, with my family. We came to Texas way  
23 before bilingual education was a thought in anybody's  
24 mind.

25 The first two or three years that we were here,



1 we worked in the fields in Michigan and in Texas. When we  
2 moved to California, I worked in sweat shops alongside my  
3 mom. I started my career as a temporary clerk with Los  
4 Angeles County and worked my way up until I became a city  
5 clerk.

6 When I married, I married outside of my  
7 ethnicity. When we started we were below poverty level,  
8 when I married, I married into an upper middle class.

9 So, I'm familiar with changes and learning to  
10 adapt to different lifestyles, different ways of life,  
11 different culture.

12 When I was a little girl I was discriminated  
13 against, I was ignored, I was insulted because of how I  
14 looked, because of how I sounded, or because probably  
15 because where I came from.

16 As a mature woman it's kind of ironic, but it's  
17 the opposite, I'm well regarded, I'm respected, partly  
18 because of the way I look and the way I sound.

19 So, I think my experience and my background  
20 makes me very open to understanding people that are trying  
21 to adapt and learn new ways of life, and I am familiar  
22 with different lifestyles and different things. So, I  
23 think I'm -- I think I'm very flexible and very adaptable  
24 in that manner.

25 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi, your 20

1 minutes begins.

2 CHAIR AHMADI: Thank you.

3 MS. RAMIREZ-RIDGEWAY: Ms. Stewart, if you  
4 wouldn't mind just pulling the mike a little bit closer to  
5 you, we could hear you just a little bit better.

6 MS. STEWART: Okay. Is that better?

7 MS. RAMIREZ-RIDGEWAY: Thank you so much.

8 MS. STEWART: Thank you.

9 CHAIR AHMADI: Thank you.

10 Let me start off with a hypothetical question.  
11 Let's assume that you're one of the eight Commissioners  
12 assigned or selected. What would the first few days will  
13 be like?

14 MS. STEWART: Well, as I understand it the --  
15 first of all, I don't know what, if any, guidelines or  
16 preparation there has been for this Commission, like  
17 bylaws or anything like that.

18 Presumably, the first eight are going to be  
19 choosing the next six -- the remaining six candidates, so  
20 I assume that that's going to be one of the first  
21 priorities on whatever direction we get from presumably  
22 your group to -- or whatever direction the Commission gets  
23 to review, or to interview, or whatever selection process  
24 will be on hand to do.

25 And then to set out a short-term plan and a

1 long-term plan, what is the Commission going to do within  
2 the next month to try and get some organization plan, and  
3 then what is the Commission going to do within the next  
4 three, the next six, the next nine months, what deadlines  
5 are going to be met.

6 CHAIR AHMADI: Yeah, thank you.

7 So, you mentioned that the first task will be to  
8 select the six additional Commissioners to make it 14.  
9 How would you go about selecting them, what factors would  
10 you consider in that selection?

11 MS. STEWART: If the first eight are going to be  
12 at random, and I'm assuming that there's going to be a  
13 certain number of Democrats, a certain number of  
14 Republicans, and a certain number of the other, and that  
15 the same diversity will be wanted with the next six, so  
16 that will be one guideline.

17 If the Commission is -- if those Commissioners  
18 are allowed to look at the applications -- I think that  
19 the first eight Commissioners would need to sit down and  
20 get to know themselves, first, and get some idea of who  
21 they are, and where they come from and what ideals they  
22 have, and maybe look at the applications with a sense of  
23 trying to complete it to make sure that it's very  
24 diversified, that it touches on everybody.

25 CHAIR AHMADI: Diversified in what ways?

1                   MS. STEWART: Ethnically, in party-wise,  
2 background. I think probably the eight Commissioners  
3 would sit down and talk about that, and draw up some  
4 guidelines that are agreeable to all of them, to try and  
5 look for certain traits in the rest of the Applicants that  
6 will cover that.

7                   CHAIR AHMADI: Thank you.

8                   And let's move forward maybe a month, because  
9 you mentioned that you have short-term planning and then  
10 long-term for three-month intervals.

11                  What kind of information would you be collecting  
12 and at what point?

13                  MS. STEWART: You know, when we did our local  
14 redistricting in Pasadena, we started out by making sure  
15 that we knew all the people that we wanted to reach and  
16 making plans for outreach, of making sure that our voters  
17 knew what we were doing and that they could come and talk  
18 to us when they wanted to. So, that's one.

19                  One thing, presumably, the Commission will be  
20 hiring a consultant or consultants that will give them  
21 information on the demographics, hopefully, information on  
22 how the last boundaries were drawn and why they were drawn  
23 that way, on any flaws that are seen, or known, or  
24 acknowledged with the current boundaries, maybe on  
25 pitfalls that the consultants are aware of in looking at

1 the information.

2 I think a lot of information on the demographics  
3 of the State, both within the communities, and  
4 neighborhoods, and cities, and counties.

5 And I'm thinking that one would be looking at,  
6 also, at future shifts of the population a little bit to  
7 make sure that when you draw the maps you're not  
8 encapsulating, you're not freezing something that might  
9 change, that you're giving a geographic location the most  
10 benefit of the doubt that you can to hold them together to  
11 make their vote count better.

12 CHAIR AHMADI: You mentioned about looking out  
13 for future population shifts. I believe your considering  
14 that based on some kind of statistical analysis of  
15 population shift?

16 MS. STEWART: Yes.

17 CHAIR AHMADI: Why would you consider that?

18 MS. STEWART: I --

19 CHAIR AHMADI: I think, let me clarify my  
20 question. I think my question is not clear.

21 MS. STEWART: Okay.

22 CHAIR AHMADI: In what ways the future  
23 population shift will have an impact on the current  
24 redistricting decisions?

25 MS. STEWART: Well, let's say, for example, with

1    what I used to do, I'm sorry, I'm blanking out.

2                   CHAIR AHMADI:  No, that's okay.

3                   MS. STEWART:  People that harvest crops, they  
4   move in groups and we want to make sure that when we're  
5   capturing a group we're neither disfavoring them nor  
6   disfavoring the group that's there because that population  
7   might shift in six months, or depending on how the  
8   seasonal jobs were, that kind of a thing.

9                   CHAIR AHMADI:  Okay, so help me, I want to make  
10   sure that I understood.

11                  MS. STEWART:  Okay.

12                  CHAIR AHMADI:  As I'm sure you're aware, the  
13   census data is the basis for --

14                  MS. STEWART:  Yes.

15                  CHAIR AHMADI:  -- the numbers in terms of  
16   population.  So, you're saying that once you get the  
17   census data you will adjust it?

18                  MS. STEWART:  No.

19                  CHAIR AHMADI:  Okay, so --

20                  MS. STEWART:  No, I think -- I think we just  
21   need a lot of information to make sure assure that what we  
22   are doing is not going to dilute anything because changes  
23   that we may not know about.

24                  I think the census is what you're going to base  
25   your decisions on.  Any other information is going to help

1    you confirm what you have there.

2                   CHAIR AHMADI:   As long as --

3                   MS. STEWART:   Yes.

4                   CHAIR AHMADI:   Okay, I think I got it.   As long  
5   as it's not contrary to --

6                   MS. STEWART:   Correct.

7                   CHAIR AHMADI:   Okay, I got you.   Thank you very  
8   much for clarification.

9                   You also mentioned your experience working at  
10   the local level on redistricting or at least being part of  
11   that redistricting, and I believe that was the City of  
12   Pasadena?

13                  MS. STEWART:   Pasadena, yes.

14                  CHAIR AHMADI:   And there were like, based on  
15   your application, there were seven districts that had to  
16   be drawn?

17                  MS. STEWART:   Yes, uh-hum.

18                  CHAIR AHMADI:   And you said that the project,  
19   that project -- this is in your application, not your  
20   response right now.

21                  MS. STEWART:   Correct.

22                  CHAIR AHMADI:   But you said that "The project  
23   was to protect and enhance the voting power of minority  
24   groups in the city."

25                  MS. STEWART:   Yes.

1 CHAIR AHMADI: First, what do you mean by the  
2 voting power of minority?

3 And the second question, kind of follow-up  
4 question I have is how did you go about reaching that  
5 goal?

6 MS. STEWART: The City of Pasadena had gone  
7 through some change within the last ten years, there had  
8 been a mostly -- it was mostly white, middle and upper  
9 middle class, and then there was a section called the  
10 northwest, that was mostly African American. But within  
11 the last ten years or so there had been a shift of  
12 Hispanic people moving into that northwest area, that  
13 shifted the vote of the African American, and there was  
14 also -- there were also different pockets of Armenians  
15 throughout -- throughout the city.

16 So where the -- what was seen as the white  
17 middle class vote was very strong, the goal was to try and  
18 find those pockets of Hispanics, Armenians, and African  
19 Americans and make sure that those groups were -- stayed  
20 together and that their vote was not diluted, and try and  
21 draw lines that would benefit those groups to also empower  
22 their vote.

23 And I think you asked me a second part to that  
24 and --

25 CHAIR AHMADI: How did you achieve that goal?



1           MS. STEWART: We -- the city hired a consultant  
2 and, as I mentioned earlier, we -- we, the members of the  
3 commission, I was the staff, the members of the commission  
4 received all that information and the consultant -- there  
5 were two consultants. One that was providing the  
6 information and another one that interpreted it based on  
7 how the city was made up, and there were long  
8 presentations made about what that meant and what the  
9 impacts would be if you did one thing or the other.

10           Presumably, the Commission will be through  
11 something similar. The commissioners in Pasadena took all  
12 that information and moved the lines around until the  
13 majority was satisfied that it was going to be to the  
14 benefit of all of the groups.

15           CHAIR AHMADI: Did they only consider the racial  
16 information, because you mentioned different racial groups  
17 affected, or additional information?

18           MS. STEWART: I think overall it -- first of  
19 all, the redistricting was based on a charter requirement,  
20 and I don't remember how often they have to do this. They  
21 didn't do it ten years ago, and so it's probably like  
22 every 30 or 40 years, I'm not sure.

23           But it was partially to update the boundaries  
24 because it had been a long time. But the politics in  
25 Pasadena were very heated. The African American community

1 felt very disenfranchised, so there was a lot of attention  
2 placed on that.

3 So, yes, the answer is there was a lot of  
4 importance placed on that.

5 CHAIR AHMADI: And you referred to the charter,  
6 that's the city charter?

7 MS. STEWART: Yes.

8 CHAIR AHMADI: Okay, thank you.

9 MS. STEWART: You're welcome.

10 CHAIR AHMADI: So, how would that experience  
11 help you with the statewide redistricting, in what ways?

12 MS. STEWART: To be very honest with you, I'm  
13 not sure. I think I recognize the charge to the  
14 Commission for what it is, I understand why it needs to  
15 get done and why it's a good idea to have residents versus  
16 politicians do the redistricting. I understand, I think,  
17 if nothing else I'm a little bit ahead of the game in that  
18 I know those things, but I don't know how else it will --  
19 I would only know that once I got there and I found myself  
20 perhaps knowing a little bit more than others, or perhaps  
21 being able to share more information about what I know,  
22 with others, that might be helpful. Other than that, I  
23 really don't know.

24 CHAIR AHMADI: Okay, thank you.

25 I'd kind of like to follow up on that. You have

1 lived most of your life in Southern California?

2 MS. STEWART: Yes.

3 CHAIR AHMADI: And you've been city clerk for  
4 Santa Monica for 15 years and then Pasadena for five  
5 years?

6 MS. STEWART: Correct.

7 CHAIR AHMADI: And in your application, in  
8 reference to those responsibilities, you mentioned that it  
9 was critical for you to always put impartiality or  
10 perception of partiality on the top of your list in terms  
11 of priority?

12 MS. STEWART: Yes.

13 CHAIR AHMADI: Could you give us some examples  
14 of some of the dangers of not being impartial in that  
15 position?

16 MS. STEWART: I think the worst danger is  
17 putting the integrity of, let's say, the election process,  
18 the democratic process in doubt in front of the voters.  
19 You put not only yourself, but the person -- if you're  
20 going to be favoring someone, you put not just yourself  
21 but the other person in peril to attacks.

22 I mean, you know, this is kind of hard for me to  
23 answer because I would -- I would just not do it. At  
24 every election I have to work with my incumbents and it's  
25 very clear, and I tell them, I'm going to -- when you ask

1 me about something, I'm going to ask you, are you asking  
2 me as a candidate or are you asking me as a city council  
3 member? Is this a work related question or is this an  
4 election question because I'm going to answer differently  
5 to you.

6 If you're asking me as a candidate, I'll give  
7 you the information, but I'm also going to give it to  
8 everybody else. If you ask me as a council member on a  
9 certain something, that's fine, but we need to be clear on  
10 that.

11 Every election I get accused by people of being  
12 a favored -- of being favored to my incumbents, and that's  
13 expected. I know that that's expected, but it's just not  
14 fair. I really enjoy seeing new people come to apply for  
15 officer, to get an application and nomination papers for  
16 office because they are willing to volunteer their time,  
17 they really care about the city. I'm a resident of the  
18 city, as I was when I lived in Pasadena and I care very  
19 much about where I live.

20 I think I got carried away and I don't know if I  
21 answered your question, I'm sorry.

22 CHAIR AHMADI: No, that's fine.

23 MS. STEWART: Okay.

24 CHAIR AHMADI: Maybe, what kind of -- and this  
25 is a confession on my part that I don't know much about

1 the city clerk's responsibility, but in general terms what  
2 kind of decisions a city clerk makes?

3 MS. STEWART: Well, for example, what -- I'm  
4 going through the election process right now and the city  
5 pays -- where other cities charge for candidate's  
6 statements being printed and the information pamphlet, the  
7 City of Santa Monica pays for it, nobody -- candidates  
8 don't have to pay anything.

9 I get calls from people having concerns about  
10 what someone wrote in their candidate statement, and  
11 whether it's legal, and whether I'm allowing them to do  
12 this because they're an incumbent?

13 I also get -- and I also get complaints from  
14 incumbents saying why are you allowing this person to do  
15 that?

16 MS. HAMEL: Five minutes.

17 MS. STEWART: And my answer is always I'm going  
18 by the Elections Code, I'm going by what my city attorney  
19 gives me when I ask her for legal advice, and I'm going by  
20 what I think -- I have been sued several times. I am  
21 going by what I think the court is going to say. The  
22 court is always going to look to favor the voters most of  
23 all and give equality to all the candidates, and that's  
24 kind of where I look at it.

25 CHAIR AHMADI: So, in those lawsuits, how many

1 times, can you remember them for me?

2 MS. STEWART: Three. One, I was sued because I  
3 did not allow a ballot designation. The case actually went  
4 up to the State Supreme Court and I don't want to say the  
5 city won, the court agreed with us that what my decision  
6 was correct.

7 CHAIR AHMADI: In that one case?

8 MS. STEWART: In that one case.

9 There was another case that we were sued because  
10 the -- when there was an argument submitted for a measure  
11 and it was signed by a number of people, and the argument,  
12 the rebuttal to the other argument that came in, that was  
13 paired up with that, was signed by a person that hadn't  
14 been in the first, original signatories to the argument.

15 And the city attorney and I interpreted the code  
16 to say whoever signed the argument has to also sign that  
17 rebuttal, you can't have different persons.

18 We were sued, the court disagreed with us and we  
19 changed our law.

20 Also, I think the State of California changed  
21 the Elections Code a little bit to clarify, to make sure  
22 that we didn't have that disagreement again.

23 And I always, I have -- I always tell candidates  
24 or authors, I'm going to do what the law tells me to do  
25 right now. If a judge tells me to do something different,

1 I will be really be happy to do it. This is not about  
2 you, this is not about me, I would do what I'm doing to  
3 protect you, just like I'm doing this to protect the  
4 integrity of the process.

5 CHAIR AHMADI: And what about the third lawsuit?

6 MS. STEWART: I was trying to think about that,  
7 I know there's some --

8 CHAIR AHMADI: I believe you mentioned three, so  
9 that's why I said that.

10 MS. STEWART: You know, that was kind of an  
11 odd -- that was an odd lawsuit, and it was a measure that  
12 was submitted by the voters that -- it was the Oaks  
13 Initiative, I don't know if any of you heard of it.

14 It was a grass root effort that was put in  
15 several cities and all the city attorneys agreed that it  
16 was unconstitutional, and it was difficult to implement.

17 So, and all we needed was someone to challenge  
18 it so that -- and we felt -- the cities felt comfortable  
19 that if it was challenged and we went to court that a  
20 judge would deem it to be unconstitutional.

21 Well, nobody challenged it, so the city council  
22 tried to clarify that by -- this sounds funny -- it  
23 wasn't. They sued me, as a city clerk, for not  
24 implementing the measure, with the intention that when it  
25 went to court that it would get resolved.

1           The court did not appreciate that. They said,  
2 no, we know what you're trying to do, you can't do it this  
3 way. You really have to have someone really challenge it,  
4 like a member of the public, or someone that's being  
5 affected by this -- by this measure should be the one  
6 challenging it, not -- you can't challenge your city clerk  
7 on it. So, that one was lost.

8           CHAIR AHMADI: So, it sounds to me that none of  
9 these lawsuits were about your personal decisions but,  
10 rather, interpretation of the laws; is that correct?

11           MS. STEWART: There was one other one.  
12 Actually, a gentleman took me to small claims court. He  
13 came in with examination papers like five minutes to 5:00,  
14 before the deadline, I was out there telling him you got  
15 to hurry, you got to hurry, you got to hurry and he  
16 didn't. For some reason he just didn't and he finally  
17 gave me his papers like at five after, and I said I'm  
18 sorry, I can't take them.

19           He took me to small claims court. The judge  
20 said this is not --

21           MS. RAMIREZ-RIDGEWAY: One minute.

22           MS. STEWART: -- this is not the place where you  
23 do this. So, that's -- most of it is based on  
24 interpretation of the law, yes.

25           CHAIR AHMADI: Okay. Thank you so much, no more



1 questions.

2 MS. RAMIREZ-RIDGEWAY: Ms. Camacho?

3 VICE CHAIR CAMACHO: Thank you. Hello, Ms.  
4 Stewart.

5 Is there anything in your life that would  
6 prohibit or impair your ability to perform all of the  
7 duties of the Commissioner?

8 MS. STEWART: I don't believe so. I know I'm  
9 employed full time, but I have a lot of discretion as to  
10 how I do my job. I can either go in an hour a day or I  
11 can do 12 hours a day. I don't clock in. As long as I do  
12 my job is what's expected of me.

13 I don't have any dependents or young children to  
14 look after.

15 Next year is a non-election year so my workload  
16 is less.

17 The city right now is in a succession mode,  
18 they're expecting that a lot of baby boomers are going to  
19 be retiring within -- and they have started in the last  
20 couple of years, and even more so, and there's going to be  
21 a lot of vacancies. So, they're encouraging -- they, the  
22 city council, is encouraging us to do succession training  
23 with our staff.

24 I have two people in my staff that would like to  
25 have my job when I retire and I've been training them for

1 the last year. They've done pretty much everything,  
2 including sitting in at council meetings, training on the  
3 election process, so I'm comfortable in leaving them in  
4 charge if I am not there.

5 And I'm always in touch with my office when I'm  
6 away, either by e-mail or by phone. So, I don't expect to  
7 have any issues of that kind.

8 VICE CHAIR CAMACHO: Okay. I have kind of like  
9 a two-part question because it is quite long, so bear with  
10 me. Go ahead, drink.

11 MS. STEWART: No, that's okay.

12 VICE CHAIR CAMACHO: You mentioned the need for  
13 those seeking your opinion to be well prepared. What  
14 would be your view of managing by consensus on the  
15 Commission potentially facing varying levels of  
16 preparation in others?

17 MS. STEWART: I'm sorry, repeat that one more  
18 time?

19 VICE CHAIR CAMACHO: No problem. Do you want me  
20 to just repeat it from the beginning?

21 MS. STEWART: Yes, please.

22 VICE CHAIR CAMACHO: You mentioned the need for  
23 those seeking your opinion to be well prepared. What  
24 would be your view of managing by consensus on the  
25 Commission, potentially facing varying levels of

1 preparation in others?

2 MS. STEWART: I think as much as I could I would  
3 bring up questions if I felt that bringing answers to  
4 those questions would benefit those that might not be  
5 aware of that other information that is out there.

6 If we were running into a deadline and there was  
7 a consensus to be made, I would do what I do is I would  
8 process it and take in what there was, and try to make a  
9 decision of what would be the worst, whether to keep  
10 asking for more information because making a decision at  
11 this point would be a worse decision than making a  
12 decision based on what we had and maybe later on  
13 compensating, if there was anything else.

14 If we needed to make a decision, we would make a  
15 decision.

16 VICE CHAIR CAMACHO: So, what you're saying is,  
17 I just want to make sure I'm understanding, is that you'd  
18 maybe delay any voting or decisions until everyone is  
19 prepared?

20 MS. STEWART: Not necessarily. I think if I  
21 felt really strongly that we were going to make a decision  
22 that was based on lack of -- that was not sound because  
23 there was not enough information throughout the group, and  
24 we were running into a deadline, I would probably make  
25 that statement, I would not hold up the process.

1           But I would probably say I am concerned, this is  
2   what I think, this is why I think that, and this is why I  
3   think what I think might happen if we make this decision.  
4   But we're at a deadline and if this is what we need to do,  
5   then that is what we need to do.

6           VICE CHAIR CAMACHO: Okay. You volunteered as a  
7   mentor for high school students, Hispanic students. What  
8   did you learn -- oh, sorry, can we back up on this? I  
9   forgot the second part of that question.

10          MS. STEWART: Okay.

11          VICE CHAIR CAMACHO: So, going back to your --  
12   the Commission. How will you handle citizen input from  
13   those who are not as prepared as you think they should be  
14   during a public meeting?

15          MS. STEWART: How would I handle citizen input  
16   from members of the public --

17          VICE CHAIR CAMACHO: Members of the public.

18          MS. STEWART: -- that are not as prepared --

19          VICE CHAIR CAMACHO: As they should be.

20          MS. STEWART: -- as they should be.

21          I think everyone's input is important regardless  
22   of how it is made, and it always has something to  
23   contribute. And what you might get is that someone is not  
24   completely aware of the process, or has been misinformed,  
25   and if you can, you can take the opportunity to maybe

1 explain and clarify.

2 But I think you need to listen to what they're  
3 saying. Even if they have wrong information, you can  
4 understand what their concern is, and where it's going,  
5 and apply it to whatever area you're understanding.

6 VICE CHAIR CAMACHO: Okay. Now, we'll go into  
7 that other question.

8 MS. STEWART: Okay.

9 VICE CHAIR CAMACHO: With your mentoring, what  
10 did you learn from this experience by mentoring the high  
11 school Hispanic students that adds to your qualifications  
12 to serve on the Commission?

13 MS. STEWART: I think, you know, not a lot of  
14 people -- I, obviously, don't speak about my background  
15 unless it comes up for some reason. But a lot of people  
16 would not know, obviously, from looking at me, that I  
17 started very -- at a very different level.

18 And I think when I mentored students it was like  
19 a recognition on their part that, oh, really, you were  
20 there, because if you can do that, then maybe, actually, I  
21 can do that, too, and how did you do it and tell me?

22 And it almost, a lot of it turned almost into  
23 re-telling of things like, you know, we were -- when we  
24 came to California we ran out of money and we ran out of  
25 gas, and we had to sleep on a gas station, and just throw

1     blankets on the floor.

2                 But when I got to school I found all this stuff,  
3     and I pushed myself, and I took a chance, and I think just  
4     the hearing of it opened -- either opened or allowed some  
5     future thinking that hadn't been there before.

6                 I don't know, does that make sense?

7                 VICE CHAIR CAMACHO:   Yes.

8                 So, with that knowledge and that interaction  
9     with those students, how will that help you as a  
10    Commissioner?

11                MS. STEWART:   I hope that as the Commission work  
12    through, that whatever outreach was made was made in such  
13    a way to convince people that are either new to the  
14    process, or don't believe in the process that they're  
15    jaded on the process, that we give them information and we  
16    say the right things to make them want to come forth and  
17    say, okay, I'm going to try this.   If you're telling me  
18    it's going to work, I'm going to come and try this.   I'm  
19    going to trust what you're saying and I'm going to give it  
20    a try.

21                I think that would be my hope.   Of course, I'm  
22    not going to -- a Commissioner is not going to do it  
23    alone, it's going to be done as a Commission.

24                But I think maybe I can input, I can have  
25    some -- I would be able to have some input that would help

1 in that way.

2 VICE CHAIR CAMACHO: Okay, thank you. That was  
3 my last question.

4 MS. RAMIREZ-RIDGEWAY: Ms. Spano?

5 PANEL MEMBER SPANO: Good afternoon.

6 MS. STEWART: Hi, how are you?

7 PANEL MEMBER SPANO: Late in the afternoon.

8 You mentioned that you sponsor voting  
9 registration outreach annually, in your application. Can  
10 you describe the outreach performed by your office?

11 MS. STEWART: Yes. Well, Pasadena is so long  
12 ago. So, let me talk about our recent ones. We will go  
13 to the local high school and talk to students.

14 PANEL MEMBER SPANO: Is this at Santa Monica or  
15 Pasadena?

16 MS. STEWART: Yes, in Santa Monica.

17 PANEL MEMBER SPANO: Okay.

18 MS. STEWART: We target the neighborhood groups  
19 in the city, the various community groups. We target --  
20 we work with the chamber of commerce. Sometimes we try  
21 to -- we have, for example, we have annual festival, Earth  
22 Day, and we have a booth and we have games for the kids  
23 and we try to draw people in to register them to vote.

24 PANEL MEMBER SPANO: Uh-hum.

25 MS. STEWART: We had -- in one we hired an Uncle

1 Sam, with stilts, to go out and talk to people and --

2 PANEL MEMBER SPANO: Did you say Uncle Sam?

3 MS. STEWART: That would give gifts, yes.

4 PANEL MEMBER SPANO: Oh, people dressed up like

5 Uncle Sam, okay.

6 MS. STEWART: We send out a lot of fliers. We

7 go to -- before graduation -- we have three high schools,

8 before graduation we go to the high schools to get the

9 kids that are going to be turning 18 and register them to

10 vote.

11 We take ads on our big blue busses, promoting

12 the election. We have all our information in -- right

13 now, the Voting Rights Act requires us to have it in just

14 English and Spanish, so we have all our information in

15 both languages.

16 PANEL MEMBER SPANO: Do you find that's not

17 enough sometimes?

18 MS. STEWART: Well, it sounds odd, but it's

19 actually true, Santa Monica has a really high percentage

20 of registered voters.

21 PANEL MEMBER SPANO: They have a high

22 percentage?

23 MS. STEWART: Yes.

24 PANEL MEMBER SPANO: Oh.

25 MS. STEWART: And it's the voting -- the voters'



1 turnout is anywhere from 50 to -- for the last  
2 presidential election I think it was 80 percent of the  
3 voter turnout, which is really good.

4 So, when we go out, most of the time we get a  
5 few new registrants, but mostly it's people that either  
6 have moved, or have changed their name, and the new  
7 students.

8 PANEL MEMBER SPANO: Any newer citizens?

9 MS. STEWART: It's pretty saturated.

10 PANEL MEMBER SPANO: Oh.

11 MS. STEWART: I think in that community -- Santa  
12 Monica is -- the residents of Santa Monica are not shy  
13 about using their government and coming to council  
14 meetings, and voicing their opinion, and voting, not at  
15 all. But we try to do as much as we can to make it even  
16 better.

17 PANEL MEMBER SPANO: They're pretty plugged in  
18 with the political process?

19 MS. STEWART: Yes, uh-hum.

20 PANEL MEMBER SPANO: How do you propose reaching  
21 other areas of the State, as you do community outreach, to  
22 get those that aren't involved, involved in redistricting  
23 and their understanding of it?

24 Maybe in a less densely populated area or an  
25 area you're not familiar with?

1 MS. STEWART: Not knowing what the Commission is  
2 going to be able to do or not, if possible, I would make  
3 use of organizations like NALEO, that are very plugged  
4 into those groups, any minority organizations that know  
5 the population and are aware of them.

6 And probably any other information that a  
7 consultant might be able to give us on past practices that  
8 have been successful.

9 PANEL MEMBER SPANO: Have you worked with NALEO  
10 before?

11 MS. STEWART: When I was in Pasadena I worked  
12 with them in both registration and helping people fill out  
13 immigration papers, as a volunteer.

14 PANEL MEMBER SPANO: You said you were a  
15 volunteer with different groups over time, doing voter  
16 outreach, and you state that you worked on a project with  
17 MALDEF for -- about 14 years ago, with immigrant groups,  
18 to assist them in filling out forms. Was that one of  
19 them?

20 MS. STEWART: That was MALDEF, yeah.

21 PANEL MEMBER SPANO: Okay. What, from this  
22 experience -- and I know it's 14 years ago and the  
23 population has changed, from this experience that you  
24 have, how will that help you on the Redistricting  
25 Commission?

1 MS. STEWART: I remember that especially when we  
2 were helping fill out their immigration papers, one the  
3 one hand they were very kind of shy to speak up because  
4 they were not that completely trustful.

5 On the other hand, once you got into it with  
6 them, they were very grateful that someone would do  
7 something like that for them and it was going to be to  
8 their benefit.

9 I think it's the same thing with registering to  
10 vote, if you put it in another level and you talk about  
11 the benefits of exercising your right to vote and what it  
12 can mean, and about not letting other people make  
13 decisions for you, I think that can be helpful.

14 PANEL MEMBER SPANO: You're residing in Santa  
15 Monica or --

16 MS. STEWART: Santa Monica, yes.

17 PANEL MEMBER SPANO: Santa Monica. Taking the  
18 region of California where you live right now, describe  
19 for me the issues, the different issues and concerns that  
20 bind together the members of that community?

21 MS. STEWART: One of the issues, the big issue  
22 and it has been like that for a long time is homelessness.  
23 The community -- the council members are very committed  
24 and the city's very committed to providing assistance and  
25 providing housing, and transition from homelessness to

1 having a home.

2 Development, Santa Monica's developed  
3 completely, so any development is an issue. That was the  
4 reasoning for making sure that enough budget was there to  
5 approve the land use comprehensive element when it was  
6 done because traffic --

7 PANEL MEMBER SPANO: Is that what you were  
8 talking about earlier?

9 MS. STEWART: Yes.

10 PANEL MEMBER SPANO: Okay.

11 MS. STEWART: Traffic and over-development is a  
12 big, big issue. The other issue is the city kind of  
13 has -- there's a phrase for it that doesn't come to mind  
14 right now, but it's too successful with its tourism.  
15 Although it's an 80,000 population, on the weekends it's  
16 200 or more population with tourism.

17 And what it brings about, it brings about a lot  
18 of revenue, but it's the parking, the traffic, you can't  
19 get out of Santa Monica. If you want to leave Santa  
20 Monica on a Thursday or Friday afternoon, you have to be  
21 ready to be in the city limits for at least two hours  
22 because you can't get out, it's just so -- the traffic is  
23 just so bad. Those are probably the three main issues.

24 PANEL MEMBER SPANO: You touched on some of the  
25 issues that they agree and disagree. On what issues do

1 different groups agree and disagree on certain things  
2 regarding this?

3 MS. STEWART: There might be one more issue,  
4 education. The city's very generous to the school  
5 district, it gives it \$6 million a year just cash, and  
6 then it participates in agreements of sharing green space.

7 There are people that believe that the city  
8 should really -- should be more responsible to the school  
9 district, more than they already are, and there are people  
10 that feel, well, no, you need to go to your State  
11 representatives and fight for all the funds that are being  
12 taken away from them because the funds that you're using  
13 are general funds and you could be using them for  
14 different things, for city services, or improvements, or  
15 capital improvements.

16 The development is also a big issue. There's  
17 groups that want development because they can have them  
18 provide benefits, in turn, for giving them permits,  
19 development agreements, where they provide benefits to the  
20 city.

21 But there's citizens that want to take the city  
22 back to a small city and don't want to see anymore  
23 developments.

24 So, that's a very, a very heated issue in the  
25 city.

1                   PANEL MEMBER SPANO: Would it be difficult for  
2 you, if you were to go to Santa Monica, and having to hear  
3 these issues, knowing that maybe you agree on one and feel  
4 strongly about one, and hear you have to listen to an  
5 opposing group's voices, knowing and having lived in this  
6 community for a while?

7                   MS. STEWART: Well, actually, that happens at  
8 every council meeting.

9                   (Laughter.)

10                  MS. STEWART: I'm a resident of the city, but I  
11 do not -- I vote and I vote my conscience. But I do not  
12 use my office for anything, nor do I voice my opinion.  
13 I'm a city employee and I serve the citizens so, no, I do  
14 not.

15                  PANEL MEMBER SPANO: Thanks. Can you describe  
16 the best and worst experiences you've had while  
17 participating in group decision making?

18                  MS. STEWART: Oh. Every year -- not every year.  
19 Every time -- I prepare the agenda for the city council  
20 meetings.

21                  PANEL MEMBER SPANO: Uh-hum.

22                  MS. STEWART: And most cities have a section for  
23 public hearings, and those are the legally required public  
24 hearings that are either required by the State for some  
25 reason, or by land use, zoning. And there's some that are

1 required like for traffic management by the State.

2 So, all of these legally required hearings  
3 should be listed on the agendas as public hearings.

4 Now, I understand that some of those, because  
5 I've seen it, don't generate a lot of public interest,  
6 they're just per forma public meetings that have to be  
7 noticed either in the paper, or by sending mailings out.

8 And many a city manager or an assistant city  
9 manager wants to include them in the consent calendar,  
10 along with 20 other things that are approved at the same  
11 time, and not separate them as a public hearing.

12 The agendas, by resolution, are prepared by the  
13 direction of the city manager, so it's not my decision.  
14 But I always go on record to every new city manager  
15 saying, you know, I don't agree with this, I think it's  
16 wrong, I think all it's going to take is one person to  
17 complain that we're hiding a public hearing in the consent  
18 calendar and we're going to be sued for a Brown Act  
19 violation. We never had and it's a good thing, but I  
20 don't like it, I don't have the authority to change it,  
21 but I always go on record doing that.

22 Our new city manager, thankfully, has agreed  
23 with my opinion and is now putting every public hearing,  
24 regardless of what it is where it belongs, as a public  
25 hearing.

1 I'm sorry, did I answer your question?

2 PANEL MEMBER SPANO: Well, I was curious --

3 MS. STEWART: I got carried away.

4 PANEL MEMBER SPANO: -- in that instance was it

5 really hard to convince people that --

6 MS. STEWART: Yes.

7 PANEL MEMBER SPANO: Really?

8 MS. STEWART: Sometimes it is, sometimes it is.

9 I go around with a lot of department heads and the city

10 manager on how items need to be placed on an agenda, that

11 they -- we need to disclose to members of the public

12 exactly what it is that we're doing. We can't generalize

13 on something with the expectation that people won't know

14 what it is and they won't come. We have to tell them what

15 we're doing.

16 Most of the time I've had the support of the

17 city attorney to do what should be done, but every now and

18 then I lose and --

19 PANEL MEMBER SPANO: Is it mostly city managers,

20 it sounds like?

21 MS. STEWART: Yeah.

22 PANEL MEMBER SPANO: Yeah. So, I take it that's

23 your worst experience?

24 MS. STEWART: You know, I'm trying to think.

25 Your question was related to all of my work or --



1 PANEL MEMBER SPANO: Oh, I was just -- yeah, and  
2 your decision making, and your best work experience, as  
3 well participating in group decision making?

4 MS. STEWART: Group decision making. I think  
5 that's probably the worst. I think on everything else we  
6 always find common ground.

7 PANEL MEMBER SPANO: Really?

8 I forgot what I was going to ask. I had  
9 something else to ask and I forgot it. Just plopped right  
10 out of my head.

11 Do you feel that if you run into a situation  
12 with your fellow Commissioners, where you hit a wall and  
13 you just can't decide on a certain thing, and you can't  
14 agree on a certain thing, that you want to shed some light  
15 on how you would handle that situation?

16 MS. STEWART: I think that's why I started out  
17 by saying that as a Commissioner you need to remember what  
18 your charge is and not be swayed by rhetoric, or emotions,  
19 or heated discussions.

20 I can get very passionate about things, but I  
21 also recognize when I'm at a point where I'm not thinking  
22 clearly. And when something like that comes up I'll stop  
23 and I'll say, you know, I think I'll let this sit for a  
24 while and then maybe come back to it later. Let me think  
25 about it, let me look at it from your point of view, let

1 me understand it and then maybe we can come back and take  
2 another go at it.

3 I don't think -- I don't think -- I think if you  
4 approach it properly or with good intentions, you can  
5 always go beyond that.

6 PANEL MEMBER SPANO: If you found out your  
7 fellow Commissioner was violating the Bagley-Keene Act,  
8 would you feel comfortable expressing your concern?

9 MS. STEWART: I would probably need to be very  
10 sure of what I was seeing and understanding before I said  
11 anything. But if I felt very strongly that that was the  
12 case, I probably would, and I would put it as an  
13 observation from my point. I wouldn't say you're doing  
14 this, I would say, look, this is happening and this is  
15 what it looks like to me. Am I missing something, is  
16 there something you can tell me that can make me  
17 understand better what's happening. But, yes, I would.

18 PANEL MEMBER SPANO: Would you feel comfortable  
19 discussing it with assigned Commission counsel?

20 MS. STEWART: Yes, I do that all the time in my  
21 job, yeah.

22 PANEL MEMBER SPANO: What similarities and  
23 differences do you foresee working on the Commission  
24 versus your experience working as a city clerk?

25 MS. HAMEL: Five minutes.

1 PANEL MEMBER SPANO: In both Santa Monica and  
2 Pasadena?

3 MS. STEWART: Differences between working on the  
4 Commission and the city clerk's office?

5 PANEL MEMBER SPANO: Yeah, differences and  
6 similarities between what you may foresee working on the  
7 Commission versus your experience as city clerk?

8 MS. STEWART: I think there's a lot of  
9 similarities and that as a Commissioner, if I were a  
10 Commissioner, I would be serving the same purpose that I  
11 serve now, in what I do, which is serving the public,  
12 trying to make the Democratic process more accessible and  
13 more user-friendly to the voters.

14 Just, you know, on a much bigger, bigger, bigger  
15 concept.

16 The difference would be that I would be working  
17 in a group and I would be learning whatever the protocols  
18 were for that group to address the bigger number of people  
19 that we would be working for.

20 PANEL MEMBER SPANO: What do you expect to be  
21 the more challenging duties and responsibilities of the  
22 Commission?

23 MS. STEWART: I'm not really sure.

24 PANEL MEMBER SPANO: Uh-hum.

25 MS. STEWART: I'm probably, maybe, wading

1 through a lot of information that's going to be very  
2 technical in nature that we might have to ask a lot of  
3 questions to understand.

4 PANEL MEMBER SPANO: Uh-hum. What's your  
5 experience working with like a dense dataset, where you  
6 had to apply certain provisions of law to it and make a  
7 decision after analyzing it?

8 MS. STEWART: I'm sorry, I'm not sure I  
9 understand the question?

10 PANEL MEMBER SPANO: Do you have experience or  
11 can you tell me an experience where you have had to apply  
12 a certain area of law to your analysis of a certain set of  
13 dense data to arrive at a decision?

14 MS. STEWART: Not if we're talking about  
15 numbers, or statistics, or that kind of thing.

16 I think sometimes the Elections Code can be very  
17 dense and difficult to interpret. If you have ten  
18 attorneys reading it, you're going to have ten different  
19 interpretations.

20 And when I run into that, the process in trying  
21 to eliminate the obvious and try and deal with what's left  
22 under the guidelines that you have under your job. But I  
23 probably don't have the experience that you're talking  
24 about.

25 PANEL MEMBER SPANO: You know, I'm going to -- I

1 don't know how much time we have left?

2 MS. HAMEL: Two minutes.

3 PANEL MEMBER SPANO: Two minutes, okay. I  
4 didn't know I had a five-minute warning. Sorry, oh, I  
5 didn't hear that.

6 I think I'm good for now, thank you. Thank you.

7 MS. RAMIREZ-RIDGEWAY: Panelists, you have  
8 follow-up questions?

9 VICE CHAIR CAMACHO: No.

10 CHAIR AHMADI: No.

11 MS. RAMIREZ-RIDGEWAY: I don't actually have  
12 many questions for you, Ms. Stewart. I did want to ask  
13 you a little bit about your job. It's my understanding,  
14 from reading your application, that you were appointed by  
15 the city council?

16 MS. STEWART: Yes.

17 MS. RAMIREZ-RIDGEWAY: And as you may or may not  
18 know, the Bureau's in the process of promulgating some  
19 regulations that interpret a provision in the Voters First  
20 Act that prohibits Commissioners, from the date of  
21 selection, for serving in certain capacities for a certain  
22 period of time, and one of those is local appointed public  
23 office.

24 And so, it's a fairly fact-specific analysis and  
25 the regs aren't final, yet, so I can't reach a conclusion

1 about whether or not it would apply to you. But I suspect  
2 that it might.

3 And if it did, and you were selected to serve on  
4 the Commission, and you were faced with having to step  
5 down from either the Commission or your job as city clerk,  
6 what would you do?

7 MS. STEWART: I would probably have to step down  
8 from the Commission. I'm not in a position to step down  
9 from my job.

10 I did speak to Chuck, and I cannot remember his  
11 name, and what I told him is that although the council  
12 appoints me, in the charter the position is civil service,  
13 so I am not subject to removal by the city council.

14 I asked a council member that had been there for  
15 a long time, why they made that decision that way and his  
16 answer was that they wanted to make sure that there was no  
17 either apparent or otherwise conflict of interest being  
18 the city clerk holding elections and the city council,  
19 because they can't remove me.

20 MS. RAMIREZ-RIDGEWAY: In other words, they  
21 couldn't fire you because you didn't do something that  
22 benefited them?

23 MS. STEWART: Yes.

24 MS. RAMIREZ-RIDGEWAY: So, you don't serve at  
25 the -- who has the authority to terminate you?

1 MS. STEWART: I would probably have to go and  
2 ask the city attorney. Whoever did, it would have to be  
3 through civil service, through Skelly hearings, through  
4 the same process that any other employee, who is not at  
5 will, goes through.

6 MS. RAMIREZ-RIDGEWAY: So, you're not at will?

7 MS. STEWART: Like the council could not do a  
8 four or five vote to fire me.

9 MS. RAMIREZ-RIDGEWAY: Okay. So, you are not an  
10 at will employee?

11 MS. STEWART: No.

12 MS. RAMIREZ-RIDGEWAY: You have full due process  
13 rights?

14 MS. STEWART: Correct.

15 MS. RAMIREZ-RIDGEWAY: You do not serve at the  
16 pleasure of the city council?

17 MS. STEWART: No. Not in that -- I work for  
18 the, but I don't -- like I said, like the city attorney --

19 MS. RAMIREZ-RIDGEWAY: They assign you tasks,  
20 but they can't say, Maria, goodbye?

21 MS. STEWART: Yes, correct. Correct. The city  
22 attorney and the city manager can be fired by a majority  
23 vote, I cannot.

24 MS. RAMIREZ-RIDGEWAY: Okay.

25 MS. STEWART: I have to go through civil -- the

1 civil process.

2 MS. RAMIREZ-RIDGEWAY: Okay, that's helpful to  
3 me. Some from the Bureau may contact you to flesh that  
4 out more fully.

5 MS. STEWART: Okay.

6 MS. RAMIREZ-RIDGEWAY: But I appreciate your  
7 answers today.

8 Do we have additional questions, Panelists?

9 PANEL MEMBER SPANO: No.

10 VICE CHAIR CAMACHO: No.

11 MS. RAMIREZ-RIDGEWAY: Thank you so much, Ms.  
12 Stewart.

13 MS. STEWART: Thank you for the opportunity.

14 MS. RAMIREZ-RIDGEWAY: You have an opportunity  
15 to make a closing statement, if you like?

16 MS. STEWART: Thank you. I know that the  
17 process is still going to continue, but I appreciate the  
18 opportunity to be here, it's really -- I'm really excited  
19 about the Commission, whether I'm in it or not. I think  
20 it's a great -- it's a great move and I hope it's  
21 successful and that it does a wonderful job.

22 Thank you for having me.

23 PANEL MEMBER SPANO: Thanks.

24 VICE CHAIR CAMACHO: Thank you.

25 CHAIR AHMADI: Thank you.



1 MS. RAMIREZ-RIDGEWAY: Thanks for coming to see  
2 us.

3 Let's recess until 9:14 tomorrow.

4 (Recess at 5:36 p.m.)

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